

IMPACT OF CLASSROOM INTERACTION

**IMPACT OF CLASSROOM INTERACTION ON ENGLISH LANGUAGE
LEARNING AND TEACHING IN SECONDARY LEVEL OF
BANGLADESH**



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Declaration

I declare that the Dissertation titled “Impact of Classroom Interaction on English Language Learning and Teaching in Secondary Level of Bangladesh” is submitted to the BRAC Institute of Languages (BIL), BRAC University in partial fulfilment of the degree MA in TESOL. This paper is the result of my personal investigation; it has not been presented and submitted wholly or in part for any other degree.

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Activities, Collaboration, Classroom Interaction, Effective, Facilitator, Investigate, Mutual, Negotiation, Practice Opportunity, Role and Responsibility, Support.

Abstract

The fundamental issue of classroom interaction occurs between teacher and learners and among the learners dealing with the collaborative exchange of thoughts, feelings or ideas, resulting in a mutual/negotiable effects on each other. These suitable ways of developing language for the students simply provide practice opportunities in the classroom. Teachers' roles and responsibilities are changed in the direction of facilitators of the learning and teaching processes. The present work aims at showing that classroom interaction can be an effective for the students to learn English as foreign/ second language in secondary level of Bangladesh. Adopting a mixed methods approach, this study analyzed both quantitative and qualitative data of students' questionnaire, teacher's interview, FGD for students and classroom observation to investigate the real nature of students' and teachers' condition in the classroom for language learning. Results indicated that teachers' help/support students to develop their interaction skills and students themselves practice English in the classroom. Therefore, classroom interaction is one of the principal subjects in the classroom contained a vital role in learning and teaching English in the context of Bangladesh.

Table of Contents

Declaration.....	i
Keywords.....	ii
Abstract.....	iii
Table of Contents	iv
List of Figures.....	ix
List of Tables	x
List of Abbreviations	xi
Dedication	xii
Statement of Original Authorship.....	xiii
Acknowledgements	xiv
Chapter 1: Introduction	1
1.1 Background of the Study	1
1.2 Context	3
1.3 Objective of the Study	8
1.4 Significance and Scope.....	8
1.5 Thesis Outline.....	9
Chapter 2: Literature Review	11
Chapter 3: Research Design	20
3.1 Methodology of the Study	20
3.1.1 Method	20
3.1.2 Theoretical Framework	21
3.1.3 Research Design.....	21
3.2 Participants	22
3.3 Instrument.....	22
3.4 Procedure and Timeline.....	23
3.5 Analysis	25

3.6 Ethics and limitation	26
3.7 Pilot Study	27
Chapter: 4 Result	28
4.1 Findings from Questionnaire Survey	28
4.1.1 Demographic Part	28
4.1.1.1 Selected Area	29
4.1.1.2 Students' Gender	30
4.1.1.3 Participated Students' in Different Class	31
4.1.1.4 English Language Proficiency	31
Summary	32
4.1.2 Classroom Interaction.....	33
4.1.2.1 Language Use and Interaction	33
4.1.2.1.1 Mostly Talk in the Classroom	34
4.1.2.1.2 Language Mostly Used in the Classroom.....	34
4.1.2.1.3 Language Used By Teacher for Different Activities.....	35
4.1.2.1.4 Opportunity to Interact	36
Summary	37
4.1.2.2 Interaction Patterns and Practice of Language Skills	37
4.1.2.2.1 Interaction Pattern Usually Happen in the Classroom	38
4.1.2.2.2 Effective Interaction for English Learning.....	38
4.1.2.2.3 Interaction Inside the Classroom.....	39
4.1.2.2.4 Interaction Outside the Classroom	40
4.1.2.2.5 Difficulties in Practicing Skills	41
4.1.2.2.6 Overcome the Problem.....	42
Summary	44
4.1.2.3 Types of Activities Used by Students for Interaction and Their Effect	44
4.1.2.3.1 Involving Interactive Activities by the Teacher	45
4.1.2.3.2 Involving In Pair/Group Work	45
4.1.2.3.3 Language Used By the Students Doing the Activities	46
4.1.2.3.4 Effect of Doing the Activities	48
Summary	49

4.1.2.4 Result/Impact of Classroom Interaction and Suggestion	49
4.1.2.4.1 Allowed Mother Tongue While Interacting With Others.....	49
4.1.2.4.2 Regular Interaction in Classroom Help You to Improve Your English	50
4.1.2.4.3 Students' Reason behind Not Interacting	50
4.1.2.4.4 Suggestions	51
Summary	51
4.2 Findings from Teachers' Interview	51
4.2.1 Demographic Part	51
4.2.2 Interactive Part.....	52
4.2.2.1 Language Used by Teacher in the Classroom Instruction	52
4.2.2.2 Types of Interactive Activities Used in the Classroom	53
4.2.2.3 Different Activities Helped to Develop English Language.....	53
4.2.2.4 Language Used for Explaining any Topic	53
4.2.2.5 Students Learn Better If They Work in Pair/Group	54
4.2.2.6 Interaction Patterns in the Classroom.....	55
4.2.2.7 Aspects of Impeding Classroom Interaction	55
4.2.2.8 Overcome the Problem	56
4.2.2.9 Suggestions	56
Summary.....	57
4.3 Findings from FGD with Students	58
4.3.1 Classroom Language	58
4.3.1.1 Frequently Language Used in the Classroom.....	58
4.3.1.2 Used Mother Tongue to Learn English	58
4.3.2 Necessity of Using English in the Classroom	59
4.3.3 Classroom Activities.....	59
4.3.3.1 Doing Activities in the Classroom	59
4.3.3.2 Commonly Language Used in These Activities	59

4.3.4 Interacting Pattern in the Classroom	59
4.3.4.1 Found Interacting Pattern	59
4.3.4.2 Suitable Language for Interacting to Other	60
4.3.5 Learning Better for Pair or Group Work	60
4.3.6 Challenges for Doing in Pair / Group Work.....	60
4.3.7 Solution.....	60
Summary.....	61
4.4 Findings from Classroom Observation	62
4.4.1 Use of English Language.....	62
4.4.2 Language Use for Interaction	62
4.4.3 Physical Aspects of the Class	62
4.4.4 Use of Teaching Materials.....	63
4.4.5 Teacher Attention to Individuals	63
4.4.6 Interaction Pattern.....	63
4.4.7 Classroom Management	64
4.4.8 Treatment of Errors	64
4.4.9 Teaching Technique and Procedure	65
4.4. 10 Attitude of Teachers	65
4.4.11 Attitude of Students	66
4.4.12 General comments of the class	66
Summary.....	66
Chapter: 5 Analysis	67
5.1 Language Used in the Classroom	67
5.2 Duration of Using Language in the Classroom	68
5.3. Physical Aspect of the Class.....	68

5.4 Language Used for Practicing Different Types of Activities	69
5.5 Role of Teacher	70
5. 6 Interaction Pattern Occurring in the Classroom	71
5.7 Learning Opportunities for Pair/Group Work	72
5.8 Impediments' Aspects for Interaction	73
5.9 Necessary Steps for Interaction on L2 Learning	73
Chapter 6: Conclusions, Implications and Suggestions	74
6.1 Conclusions	74
6.2. Implications	74
6.3 Suggestions	75
References.....	76
Appendices	81
Appendix A1	81
Appendix A2	87
Appendix B.....	92
Appendix C.....	94
Appendix D	95

List of Figures

Figure 1: Mostly Talk in the Classroom.....	34
Figure 2: Language Mostly Use in the Classroom	35
Figure 3: Language Used by Teacher for Different activities	36
Figure 4: Opportunity to Interact.....	37
Figure 5: Interaction Pattern Usually Happen in the Classroom	38
Figure 6: Effective Interaction for English Learning	39
Figure 7: Interaction inside the Classroom.....	40
Figure 8: Interaction outside the Classroom.....	41
Figure 9: Difficulties in Practicing Skills	41
Figure 10: Overcome the Problem	43
Figure 11: Involving Interactive Activities by Teacher.....	45
Figure 12: Involving in Pair Work/ Group Work.....	46
Figure 13: Language Used by the Students Doing the Activities	47
Figure 14: Effect of Doing the Activities	48
Figure 15: Students' Reason Behind not Interacting	50

List of Tables

Table 1: Students' Area	29
Table 2: Students' Gender.....	30
Table 3: Students' class	31
Table 4: Students' Language Proficiency.....	32

List of Abbreviations

CLT	:	Communicative Language Teaching Approach
EFT	:	English for Today
ELTIP	:	English Language Teaching Improvement Project
DFID	:	Department for International Development
FGD	:	Focus Group Discussion
GTM	:	Grammar Translation Method
GW	:	Group Work
IW	:	Individual word
L2	:	Second language
MA	:	Master of Arts
MS	:	Microsoft
NCTB	:	National Curriculum and Textbook Board
PR	:	Peer Reading
PW	:	Pair Work
SMC	:	School Management Committee
SPSS	:	Statistical Package for the Social Sciences
Ss- T	:	Students- Teacher
S-S	:	Student- Student
S-Ss	:	Student- Students
Ss-Ss	:	Students- Students
S-T	:	Student- Teacher
T-S	:	Teacher-Student
T-Ss	:	Teacher- Students
UGC	:	University Grants Commission
ZPD	:	Zone of Proximal Development
%	:	Percentage

Dedication

This paper is dedicated to my beloved mother and wife,

Suniti Biswas

Shilpi Howlader

Statement of Original Authorship

The work contained in this dissertation has not been previously submitted to meet requirements for an award at this or any other higher education institution. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made.

Signature: _____

Date: _____

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Chapter 1: Introduction

The aim of the study is to investigate the nature of how classroom interaction impacts the students to learn English as a foreign / second language. This chapter illustrates the background context, significance and scopes and objective of the study. Why classroom interaction is prerequisite for learners is explained in the first segment of background of the study. The second segment of the chapter describes the contextual need of the study. In the third segment, the objective of the study is clearly depicted. The significance and scope of the study are revealed in the fifth segment. In a nutshell, it can be said that the introductory chapter is the scenario of the whole thesis. And in the last segment of the chapter shows the abridge explanation of the outline of the thesis.

1.1 Background of the Study

Language learning and teaching can be possible if it is practiced randomly with the help of proper guidance. Whenever we are talking about the second language acquisition in any languages there have an ample opportunity to practice the language in everywhere (classroom and outside the room). On the other hand, we have a less room to learn the foreign language. Foreign language learners only have opportunities to learn the language in the classroom. From this corner, the present study is to explore the efficiency and effectiveness of classroom interaction for teaching and learning English language.

Classroom interaction plays a focal role not only for the students but also for the teachers which is commonly recognized to all. It can promote students' language development and communicative competence. The practicing of any languages opportunity can be developed by the significant part of classroom interaction. As a result, many researchers have dedicated their life working over the language learning and teaching and they engrossed their studies on classroom interaction.

The Cambridge International Dictionary of English defines the verb ‘to interact’ as ‘to communicate with or react to (each other)’ (Walter, 2013). The Oxford Dictionary of English defines the noun ‘interaction’ as a ‘reciprocal action or influence’ (Hornby, 2013). Therefore, interaction is more than action followed by reaction. It includes acting reciprocally, acting upon each other. Rivers (1987) describes the word through its Latin roots: ‘agere’ meaning ‘to do’ and ‘inter’ meaning ‘among’. It shows us the active and social part of a human being that affects other people through interaction. Similarly, the communicative process involves interaction between at least two people who share a list of signs and semiotic rules. The concept of interaction is defined as “reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another” (Wagner, 1994, p. 8). Hence, interactions do not occur only from one side, there must be mutual influence through giving and receiving messages in order to achieve communication.

Similarly, communication ensures language development among the students. Brown (2001) defines interaction as

“In the era of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about. We send messages, we receive them, we interpret them in a context, we negotiate meanings, and we collaborate to accomplish certain purposes. And after several decades of research on teaching and learning languages we have discovered that the best way to learn to interact is through interaction itself” (p. 165).

The study on interaction between learners emphasis on the interactive activities between learners engaged in language learning tasks where negotiation of meaning is the pivotal point. The learners in the classroom make the linguistic output by collaboration with the other learners in the class, so that they can engage with them in the interaction.

Mackey (2013) also asserts that “Through processes of repetition, segmentation and rewording, interaction can serve to draw learners’ attention to form-meaning relationship and provide them with additional time to focus on encoding meaning” (pp.12-13) which might be the latest definition of interaction. The concept of interaction is something people can do mutually. Obviously, in the classroom it is considered as important for the teacher as well as students to manage who should talk, to whom, on what topic, in what language and so on which focuses on the learners’ cooperation. It is the collaborative exchange of thoughts, feelings and/or ideas between two or more people resulting in a reciprocal effect on each other. Consequently, we can say that classroom interaction has the way of communication among teachers, learners and vice versa that generates effective learning and teaching.

Learning can sustain perpetually with a variety of internal developmental processes when children are allowed to interact with people of their sociocultural world such as parents, teachers, coaches and friends in the relevant environment and in cooperation with their peers. When the procedure of interaction keeps going smoothly, children get the proper nourishment to be independent of doing any work. This interaction of collaborative dialogue is a cognition as well as a social activity. From this perspective, classroom needs to reveal as effectively as possible outside sociocultural and institutional realities and classroom interaction involves the components of collaborative dialogue, negotiation and co-construction. So, it is not the language practicing and learning scope but it constructs the language development process itself among the participants.

1.2 Context

English is a global language spoken and taught in almost all the countries in the world as a native and a second or a foreign language. It is practiced in schools and colleges in every country in the world which is a living and vibrant language spoken by millions of people for connecting one another exchanging perspectives views. It is learnt and considered to be an international passport in terms of communication to sustain with the entire world. The knowledge of English is measured in Bangladesh as a stair of prosperity, a tool of acquiring knowledge and a sign of sophistication. In Bangladesh Begum, Parvin, Karim, & Begum

(2014) mentioned in Bachelor of Education (BEd) Program that English is neither a native nor a second language; rather, it is a foreign language,

In Bangladesh before 1971, the situation was ESL. Since Bangla became the official language of the country the status of English has changed and is now taught and learnt as a foreign language. Teaching English as a second and foreign language is not the same. In particular, when English is taught in a country as a second language, it is usually taught in much the same way as the first language. English is taught as a foreign language in our schools. It is taught as compulsory subject from class 1 to class 12, for a period of 12 years. This is quite a long period for teaching English compulsorily as a foreign language (pp.19-20).

In India and Pakistan, English is used as the second language which started to be used extensively in Bangladesh after the British had come in power. Since then, English has been being taught compulsory in schools and colleges in Bangladesh as the main source of up to date knowledge and effective means of information.

English language fell in serious negligence for the first few years because of the strong public sentiment in favor of the mother tongue Bengali after the independence of Bangladesh. Accordingly, English language teaching and learning condition in our educational institutions suffered tremendously. And English lost its previous dominant status, though it is still a compulsory subject from secondary to tertiary levels. In 1974, an education commission was formed which made some recommendations with regard to language teaching. Later, Ministry of Education set up an English Language Teaching Taskforce to evaluate the state of English language teaching in Bangladesh, and it made some recommendations for the improvement of learning English. Teaching and learning of English in the schools and colleges are not being done in the way what it should be done. In most of the cases, the grammar learning has been given emphasis; the textbook contents are taught and learnt without developing communicative competencies.

Bangla is uniquely used as the medium of introductory instruction all levels of education from the very outset, but the necessity remains to be learnt English as a foreign language. It is not an indispensable to learn any language other than Bangla up to class V. From class VI to class XII, however, a modern and developed foreign language must be learnt

compulsorily. For historical reasons and for the sake of reality, English will continue as an obligatory language (Bangladesh Education Commission, 1974, pp.14-15). Though the report recognized the importance of English for higher studies, it did not put forward any recommendation for the teaching of English at the tertiary level on the ground that “it is unnecessary to make the study of any foreign language compulsory at the university level” (Bangladesh Education Commission, 1974, p.14).

Later, in 1976, Ministry of Education set up an English Language Teaching Taskforce to evaluate the state of English language teaching in Bangladesh and made recommendations for improving the conditions of classroom teaching. The report showed that the English proficiency of the students at the secondary level was lower than which was assumed by their text books. The government formed the National Curriculum Committee in the following year in 1976 to design syllabi for all subjects at different levels. Since the committee felt that a good foundation in English was necessary, it made arrangements for English to be taught from class III (National Curriculum Committee, 1978). It took four years since all materials had to be prepared and written for class VI onwards.

For the improvement of English language teaching at the secondary level, a baseline investigation was carried out by the National Curriculum and Textbook Board in 1990 in connection with a British Government Overseas Development Administration (ODA) project. The authority found that the majority of students did not have the proficiency required from them by their class textbooks. The situation was doubly serious in non-government rural schools.

In 1990, the government took a decision to introduce English as a compulsory subject from class I which was implemented in 1992 with the new syllabus and new books (especially for class I-X). After 1993, English education has been in the B.A., B.S.S., B.Com., and B. Sc. courses as a compulsory subject of 100 marks. Yet, another change brought by the commission for the foundation of Education policy in 1997 would suggest that English should be taught from class III. On the basis of the world context, the government of Bangladesh in 1992 passed an act for the reintroduction of English at the tertiary level. It did this to enhance the employment potential of graduates and to check the decline of academic standard. The act

came into effect two years later with a syllabus based on grammar. In 1995, a study was conducted by the British Council on behalf of the University Grants Commission (UGC) identified two major problems in the development of English language teaching, lack of suitably trained and experienced teacher, and inadequate training provision for language teachers. Recently, the English Language Teaching Improvement Project (ELTIP) was launched by the Government of Bangladesh in collaboration with the Department for International Development (DFID). This is a network of resource centers whose purpose is to provide in service training to ELT teachers as well as for the learners to prepare appropriate materials.

The national Education Policy 2000, which was presented in January 2001 formulated a number of policies. One of the few references to the medium of instruction and language teaching is that English should be taught as an additional subject in I and II and from class III to be taught as a compulsory subject. The above scenario of English language teaching clearly displays that although there have been a number of stray moves to improve the teaching standard, no definite, well-coordinated or well concerted effort has so far been taken to formulate a language teaching policy befitting the country's need. It is made compulsory to enhance the employment potential of graduates and to check the decline of academic standard. The first few years after the emergence of Bangladesh, English faced a serious setback, in the recent past and at present due attention has been paid to English language teaching and learning at all levels of all streams of education. New textbooks with communicative view of learning have been introduced since 2001 in different classes, and newer approaches and policies are being adopted time to time for further improvement of learning English.

National Education Policy 2010 took initiative and incorporated new curriculum to improve English language among the learners. It was published in 2013 which focused on CLT approach. It advocates "learning by doing" and proposes that grammar is not to be taught explicitly; rather, the structural and functional aspects should be presented in a systematic and graded way within contexts. Before it, all the skills had an equal importance for practicing but only reading and writing skills are set for examination. Actually, there are different types of education policies in different times attributed in Bangladesh to learn English as a foreign language. For teaching and learning English in our country, our teachers were accustomed to

follow Grammar Translation Method (GTM) for a long time. The textbooks were included prose and poetry with supplementary grammar books where most of the teachers felt free to work on grammar items structurally without being interactive exercise which did not fulfill the demand of learning English painstakingly. Though the new curriculum highlighted all four skills for testing and evaluation system, we do not still have the right environment to implement them. After introducing CLT approach in the education system in Bangladesh, different patterns of interaction such as Teacher- Students (T-Ss), Students – Students (Ss-Ss), Student – Teacher (Ss - T), etc. are seen in the classroom rather than GTM prompted Teacher – Students (T – Ss) leading pattern. Hence, the aim of this paper was to investigate how these patterns of interaction help English language learning and teaching.

Collaborative dialogues in communicative language teaching are mandatory to confirm the classroom interaction. It also accelerates the development of Second Language Acquisition (SLA) whenever the classroom settings play an effective role as social settings by implementing teaching techniques. Pair Work (PW) is a right way to change the traditional teachers' talk that controls the class. It enables teachers to get students' engaged in interactive communicative activities within a short period of time which will increase students' participation with full of interests and willingness. When students do the work in pair they can get the opportunity to ask questions and share their opinions with congenial atmosphere.

Group work can also lessen the dominant teachers' talk in class and provides a non-threatening atmosphere. Students can feel free while doing the work in group that instigates their confidence and willingness to take risk for completing the task. They learn more in groups where they have more opportunities for using English, discussing the target culture, and gaining additional perspectives on their own culture. Therefore, "Classroom interaction is one of the greatest issues happened in the classroom that can play a crucial role in learning and teaching English as a foreign or second language in the context of Bangladesh."

1.3 Objective of the Study

The demand of English as a foreign or second language has created English language learning and teaching an inclusive research subject all over the world. The study has been done with the intention of getting the outcome of impact of classroom interaction on English language learning and teaching in the secondary level of Bangladesh. Considering this view, the aim of the study is to identify the related factors that influence interaction on language learning and teaching in the classroom. Furthermore, this paper aims to discuss a new angle of classroom interaction which contributes to language development, co-construction of learners' self and cognitive development as well. To bear out the objectives of the study some questions are identified by the researcher:

➤ **General question:**

1. What are the impacts of classroom interaction on language learning and teaching?

➤ **Specific question:**

1. What are the interaction patterns that occur in the classroom?
2. What are the aspects that impede classroom interaction?
3. When interactions are considered most effective learning/teaching a language?

1.4 Significance and Scope

The central goal of the study is to explore the impact of classroom interaction on English language learning and teaching in secondary level of Bangladesh. According to the constitution of Bangladesh, English is not considered as a second language but now we observe the approach to learning and teaching of English have undertaken radical changes over the past two decades. For trade, commerce, job market, medical assistance, higher education or access to information, the need of English is irrefutable to communicate in a global world. Thinking over the local and global needs, our curriculum has been designed in the light of the general objectives stated in the National Education Policy 2010 for learning English as a foreign language. However, it is a great controversy regarding the status of

English in Bangladesh. In this paper, the researcher would like to consider both terms (English as a foreign language and second language) for learning and teaching of English.

Effective classroom interaction has two implications in English language development. The first one concerns a pleasant atmosphere in the classroom with friendly relationships among the participants of the learning process. The second one encourages students to become effective communicators in a foreign language. A person has a logical belief for transmitting a message to someone else. Actually the purpose of communication is the creation and maintenance of social relationships, the negotiation of status and social roles, as well as deciding on and carrying out joint actions. The same things happen in a classroom situation; students are gathered there for the purpose of learning. Besides this, students have other reasons for interacting in the classroom. Since the classroom is a community of some kind, there is the need to establish and maintain personal relationships. And L2 interaction facilitates learning because, while focusing on communication, learners can receive feedback and receive opportunities to make use of that feedback by modifying their output. The teacher has to establish a rapport with the class, with its individuals, and individual students form different sorts of relationships with the group and with the teacher. So, the classroom interaction has important role in teaching learning process in the context of English language learning and teaching in Bangladesh.

1.5 Thesis Outline

The present study “IMPACT OF CLASSROOM INTERACTION ON ENGLISH LANGUAGE LEARNING AND TEACHING IN SECONDARY LEVEL OF BANGLADESH” attempts to address a number of issues related to the context of Bangladesh. There are six distinct chapters encompassed in this research paper along with a reference and some appendixes at the end.

The first chapter, introduction reveals the background of the study, context, objective of the study, significance and scope and outline of the thesis.

The second chapter provides a detailed literature review allowing to situate the current study in theoretical frame work with socio-cultural theory, aspects of interaction (negotiation, co-construction, and feedback) and previous researches according to the context of secondary level of Bangladesh.

The third chapter addresses the methodological considerations with mixed method (qualitative and quantitative approach) which was conducted in secondary level of Bangladesh. The information about the participants, the measures/instruments (interview, FGD, observation and questionnaire) utilized to collect the data, information about the data analysis as well as the ethical considerations are provided.

Chapter four presents the results answering each research question, and offers an integrative interpretation of both quantitative and qualitative results. This chapter is divided into four parts. The first part of the chapter is a detailed discussion of the questionnaire results which were obtained from the students. The second part of the chapter presents the results found from the teachers by conducting interviews. In part three, the detailed discussion reveals by Focus Group Discussion with student. The final part of the chapter holds a detailed description of classroom observations.

In the fifth chapter, the discussion reflected from the previous chapter are presented through the different data sources dealing with the presentation of findings and interpretation of data were not treated independently but were integrated/triangulated in an attempt to understand the phenomenon being studied and to answer the research questions. During the interpretation of data of the present study, the findings of many other works carried out at home and abroad on the pertinent area are documented. Large numbers of relevant expert views and opinions are also highlighted to support the findings of the present study.

Chapter six expresses concluding statement and the implications based on the results obtained in this study. A number of suggestions for teachers are necessary to sustain interaction among the learners improving English language learning conditions in the Secondary level of Bangladesh. At the end of the thesis, references and some appendixes are placed.

Chapter 2: Literature Review

The study of classroom interaction commenced in the middle of twentieth century. In that era, classroom interaction was dependent on whole class interactions between the teacher and students which is now called the typical classroom interaction. In this interaction sequence, the teacher often tightly controlled the structure and content of classroom interaction, initiated the discussion by posing questions to the students. After getting answers from them, teacher finished the interactions' sequence by giving feedback on the student's response. Literally the practicing of Grammar Translation Method (GTM) created awkward situations which hinder to learn and teach English as a foreign or second language though the rationale for exclusive or near exclusive use of the language has not been questioned on that time (Turnbull and Arnett, 2002). The nature and purpose of the L2 interaction has evolved with each methodological development, however, and it was not until the widespread adoption of Communicative Language Teaching, or CLT, that 'real communication' in L2 was firmly on the agenda (Nunan, 1991).

Wells (2007) has also shown that, although the exchange structure between the teacher and students may be constant in whole class discussions, its communicative functions, that is, the purposes for which language is used may vary widely. Consequently, the triadic interaction sequence may also be identified in teaching episodes conducted according to a view of learning and teaching as a collective meaning. The gradual change in focus from a transmission model of teaching to learner-sensitive instruction, emphasizing collective negotiation in classroom interaction, went hand in hand with the theoretical shift in perspectives on learning and teaching that began to emphasize the active role of individuals in meaning making and knowledge construction. Three decades later, in England at least, the L2 imperative is expressed more from the learner than teacher perspective by policy makers and school inspectors, who set the bar ever higher. The latest Ofsted subject specific guidance insists that learning is outstanding when learners "can use language creatively and spontaneously to express what they want to say, including when talking to each other informally" (Ofsted, 2012, p.1).

To provide a theoretical framework for supporting the study that interaction is the primary site for all learning where the classroom represents the only opportunity for language learning interaction for students. It is that element of the language teacher's role that we must not forget in any discussion about the importance of using language from the teachers' corners. The spontaneity in language's talk is more about understanding and readiness of response than it is about the act of spoken production. An acquisition rich classroom is one in which there is a lot of linguistic input, made comprehensible by the teacher talk, if necessary resorting to several attempts to simplify the message. As Rodney (2006) puts it: "Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, students can use all they possess of the language – all they have learned or casually absorbed in real-life exchange. Even at an elementary stage, they learn in this way to exploit the elasticity of language" (p. 269-299). From the very beginning of language study, classroom should be interactive. "Interaction and interactive language constitutes a major role in EFL teaching, because teachers' interactive language can keep an interaction going on smoothly in EFL classroom." (Ellis & Barkhuizen, 2005, p. 165-227)

Socio cultural theory, a system of ideas generated originally by Vygotsky (1978), conceptualizes learning as essentially a social act, embedded in a specific cultural environment. In developing this theory, Vygotsky drew on his interpretation of the relationship between human beings and their environment. In order for human beings to interact with, influence and change their material environment they have, throughout their history, created physical tools. In a similar way, Vygotsky argues, humans have created symbolic tools or signs to organize their psychological and sociocultural environment. The most powerful and important of these semiotic tools is language. Vygotsky believed everything is learned on two levels. First, through interaction with others, and then integrated into the individual's mental structure. Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (inter-psychological) and then inside the child (intra-psychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals. (Vygotsky, 1978, p.57)

There are clear implications for those who aim to examine the processes of human learning and development. Any kind of study must attempt to capture the moments of learning as they unfold in real-time mediated interactions between expert and novice. The L2 studies of learning within a sociocultural paradigm that reviews in the following sections, notwithstanding their differences in context, focus or scope, share a common methodological approach that includes dialogues between teacher and learner or between learners. The purpose is to illuminate the changes that occur as learners, with the help of a more able or experienced other, go beyond what they can achieve independently to internalize new knowledge and skills. In order to explain how interaction relates to learning and development, we need to turn now to the constructs of the Zone of Proximal Development (ZPD) and scaffolding of Vygotsky. This "zone" is the area of exploration for which the student is cognitively prepared, but requires help and social interaction to fully develop. A teacher or more experienced peer is able to provide the learner with "scaffolding" to support the student's evolving understanding of knowledge domains or development of complex skills. Collaborative learning, discourse, modelling and scaffolding are strategies for supporting the intellectual knowledge and skills of learners and facilitating intentional learning. Through these processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers. Once these processes are internalized, they become part of the child's independent developmental achievement. Therefore, classroom needs to reflect as closely as possible outside sociocultural and institutional realities, and classroom interaction involves the components of collaborative dialogue, negotiation and co-construction. Classroom interaction in the target language can now be seen as not just offering language practice, nor just learning opportunities, but as actually constructing the language development process itself. However, not all the forms of classroom interaction are equally productive for language development.

Ellis and Barkhuizen (2005) claim in Interaction Hypothesis that when L2 learners face communicative problems and they have the opportunity to negotiate solutions to them, they are able to acquire new language. Negotiated interaction is essential for input to become comprehensible. It runs counter to Krashen's Input Hypothesis, which stresses that simplified input along with contextual support is the key for comprehensible input.

The notion of negotiation is generally defined as discussion to reach agreement. Interactive negotiation should be person to person since the conditions would be satisfactory. Whenever a reader reads a text, which is analyzed silently, it involves three fundamental processes: interpretation, expression and negotiation or their various combinations. Negotiation is seen as a type of real-life language use that is relevant to the learning purposes of the learners. It is likely to be the case in the context of a course of ‘business English’ or ‘English for diplomats’, where ‘negotiation’ can be expected to be identified as a relevant target language skill for the learners to develop in the classroom through simulated negotiations. The L2 learners exchange their own real-life experiences through the mediation of a second language that helps them acquire the language itself in the meantime. The opportunities of meaning negotiation help the language learners in three main ways. First, as suggested by Long and others, it helps learners to get comprehensible input that is to say it facilitates comprehension. One way in which this takes place is when the negotiation breaks down and learners seek to segment the input into units so that they can understand them. Second, negotiation of meaning provides learners with feedback on how to use the second language. For example, teachers very often correct students’ mistakes when they negotiate so that they use the SL accurately. Finally, negotiation of meaning encourages learners to adjust, manipulate and modify their personal output, because a successful negotiation occurs when learners produce outputs that are comprehensible and therefore target like. (Pica, 1992-1994 cited in Ellis, 2003).

Foster and Ohta (2005) found, by analyzing the same dyadic interactions from both cognitive and sociocultural perspectives, that clearly identifiable ‘negotiation for meaning’ interactions were relatively rare but that learners supported each other’s talk much more frequently in the absence of any communicative breakdown using a variety of communicative moves that could count as scaffolding. The theory underlying scaffolding allows it to be much broader in scope for several reasons. Firstly, it can be involved in all communicative situations where the learner is not capable of independent success, not only as a response to a communication problem. Secondly, the dialogic support is provided in response to learner need within his/her ZPD and this implies that a wider range of responses may be appropriate, including more explicit support moves than those implicated in ‘negotiation for meaning’. Re-casts, metalinguistic feedback, elicitation or explicit correction are not precluded from the

model of scaffolding. The key determinant for effective feedback is contingency. Finally, proceeding on the basis that all learning is social and mediated through dialogue, scaffolding applies to all aspects of L2 learning, both implicit and explicit, procedural and declarative, knowledge. In these key differences we see that, in defining the construct of scaffolding the crucial factor is not whether the target knowledge is implicit or explicit, nor whether the focus is on meaning or form. The effectiveness of the scaffolding is determined by what the talk achieves, as measured jointly by the successful completion of the task in hand and the growth in individual capacities for future participation. This makes scaffolding a vastly different construct from ‘negotiation for meaning’ and explains why it has developed as a concept and been applied more widely to studies of peer and group collaborative interaction, and to classroom interaction. So there are mainly two negotiated forms in classroom interaction: face-to-face peer negotiation and corrective feedback negotiation provided by the instructor that requires the close cooperation between learners and learners, learners and teachers.

Co-construction, the form interactional competence is increasingly being used to facilitate and enhance human communication. While these interactive systems can process the linguistic aspects of human communication, they are not yet capable of processing the complex dynamics involved in social interaction. Conversational interaction is a dynamic and joint activity where all learners participate in the construction of meaning and in the establishment of social relationships. This interaction requires permanent adjustments, coordination, and adaptation on the part of the interlocutors. Providing interactive systems with the capacity to process and exhibit these dialogue co-construction mechanisms could improve their efficiency and make more competent of language development. L2 negotiation and co-construction of meaning is the subjective and alternatively collective and individual process by which learners produce and exchange discourse and meaning which is “affected, negotiated, [arbitrated], and reconstructed as a result of conflict in social interactions”, as well as in individual perceptions (Jeong, 2003, p.28). It involves the knowledge of language that is jointly co-created by all participants in interaction. All the participants have the responsibility to construct a successful and appropriate interaction for a given social context. Meaning is negotiated through face-to-face interaction and is jointly co-constructed in a locally bound social context.

Feedback is one of the key beneficial aspects of interaction which can promote learning in general. According to Mackey (2013) “through interaction that involves feedback, the attention of the learners are paid to the form of errors and are pushed to create modification” (p.30). On account of developing language skill through interaction, learners must notice the errors and recognize them for correction. Feedback may occur from learners where they are able to correct and call each other’s attention to the errors. In doing so, they vary rarely replace their interlocutors’ correct form with incorrect form. However, feedback from teachers can be different from the learners because teachers apply many types of correction strategies according to the situation. Mackey (2013) suggests two forms of feedback, an explicit and implicit feedback. Explicit feedback is defined as any feedback that states overtly that learners do not use the second language correctly in their speech; it is called also metalinguistic feedback because teachers provide the learners with the linguistic form of their errors. Whereas implicit feedback refers to the corrective feedback that includes requests for clarification or recasts, in other words, teachers rephrase the learners’ utterance by changing one or more sentence component. Recently, many studies have shown that the explicit feedback is more effective than the implicit one, this means that in explicit feedback, the teacher draws the students’ attention directly to the errors so that the students do not use them again. However, in implicit feedback, the teacher asks students to reformulate their output to be understood and this is an indirect corrective feedback since the teacher does not point the errors directly. In brief, the feedback role of interaction is crucial for learning any languages. Students often want to know how they are doing in relation to their peers. However, teachers should not deal with all oral production of the students and during all the time, they should make decisions when and how to react to the students’ errors so that the interactive activity will not break down each time.

In classroom interaction, L2 learners construct the awareness of self-regulation gradually from dialogic interaction when they negotiate with peers and tutors. The teacher can divide the whole class into pairs and groups. In some cases, it is possible to let learners find their own partners. However, it is also better for learners who do not know each other well to interact together, since one of the goals of interaction is to establish social relationships between the learners so that the learning process is facilitated. Lindsay and Knight (2006) make the important point that it is a good idea to gather students and let them work in pairs

and groups in order to practice the language effectively. Because if those learners will talk only to their teachers, then their chances for practice are reduced. The ability of constructing second language acquisition develops through classroom interaction.

There have been a good number of researches conducted in this field that classroom interaction is seen as a valuable tool for English language learning and teaching. Learning tends to be seen not only as a constructive process that has been taken place in the mind of the learners but also as a process of meaning making and enculturation into social practices. Contemporary views of learning and their pedagogical applications, including student-centered learning activities and collaborative working modes, have been changing the traditional interaction patterns of many classrooms and affecting the roles of teachers and students as communicators and learners. Hamzah and Ting (2010) pointed out both the importance and the role of English language in the Information and Communication Technology world, educational field, and in real life situations for effective interaction. They also indicated the need to be competent in English language because English is a world language. Of the four main English language skills – listening, speaking, reading, and writing – the most important one is speaking. In opposition, Nunan (2001) introduced listening as the Cinderella skill in second language learning and speaking as the overbearing elder sister. He claimed that functioning in another language is generally characterized by the ability to speak that language. Luoma (2004) stated that “speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well” (p.1) which ensures classroom interaction. Learners evaluate their language learning success and their effectiveness of English course based on their improvement in spoken language proficiency.

Nugroho (2011) opined that classroom interaction has an inseparable role by experiencing new things which will help to learn it better in the classroom environment that has been gained by engaging in classroom activities. Interaction between students and teacher influences the learning success. Learning opportunities are more for those who are active in conversation through taking turns than those who are passive. Interaction is viewed as significant by Chaudron (1988, cited in Nurmasitah, 2010), since analyzing target language structures and getting the meaning of classroom events is done via interaction. It is the

interaction that learners gain opportunities to insert the derived structures of classroom events into their own speech (the scaffolding principles). The communication constructed between the teacher and learners determine how much classroom events are meaningful for the learners.

Knop (2009) revealed the increasing use of the target language in classroom interaction presented student-to-student pair strategies and classroom activities used successfully by teachers to increase target language use. Both the research and classroom practice showed that students' use of the target language may be increased through student-to-student pair interactions. Liao (2009) studied the effect of combining the four main language skills (speaking, listening, reading, and writing) on improvement of speaking ability. The writer concluded that the teacher should provide opportunities to knit skills together, because this is what happens in real life.

Menegale (2008) studied the expanding teacher-student interaction through more effective classroom questions. From the article, it referred to the teachers' use of questions and tried to explore the ways in which questioning can be used not only as a means to promote learning in content and language integrated learning contexts but also as a means to enhance students' participation, as a result of their oral production. The conclusion indicated that teachers tend to use questions which recall the students' former knowledge. The writer concluded that the teacher should provide opportunities to knit skills together, because this is what happens in real life.

Lourdunathan and Menon (2005) studied the impact of interaction strategy training in on group interaction and task performance. In this respect, they trained ten groups of students. The results suggested that training outcome in a significant use of interaction strategies and more effective interaction between group members. Similarly, Harmer (2001) opines that the best time to correct is as late as possible. He gives three suggestions: the active involvement of students in the process of dealing with mistakes is important; it stimulates active learning, induces cooperative atmosphere, and develops independent learners.

Choudhury (2005) addressed interaction in second language classroom. The writer explored the problem of active participation by incorporating the researchers' views and his own teaching experience. Teachers and learners together were the contributing source in managing the classroom interaction and at the same time managing learning opportunities. The findings revealed that making the learners in active participation as much as possible but not in universal range for all learners learn best in the same way.

Such learning situations have given students more shared ways of knowing and thinking, and the extended student interactions arising from these environments could be regarded as windows students' meaning making and knowledge construction processes. During the last twenty years there has been increasing interest in the social aspects of interaction and their impact on language learning. Increasingly, researchers have looked outside the dominant paradigms in search of theoretical perspectives to support a redressing of the perceived imbalance between the cognitive and social aspects of language learning (Firth & Wagner, 1997, 2007). Therefore, a serious attention is necessary to ensure the classroom interaction among the learners for language learning. At the same time, interaction allows learners to know how it can contribute to L2 learning within the secondary school context of Bangladesh.

Chapter 3: Research Design

The primary objective of the study was to examine the impact of classroom interaction on English Language learning and teaching in secondary level of Bangladesh. The present research was about eliciting teachers' and students' opinion with classroom observation about the effect of classroom interaction on English learning and teaching since the teachers and the learners were the main variables of this study. Their views and opinions were very crucial to test the stated hypothesis. In this chapter the reader will get a brief description of the design adopted by this research to achieve the aims and objectives stated in Chapter one. The first section of this chapter revealed the implementing method, theoretical method and the research design; the second section described the participants taken in the study; the third section listed all the instruments used in the study and their justification; the fourth section defined the procedures of data collection and timeline; the fifth section discussed how the collected data was analyzed; the sixth section expressed the ethical considerations of the research and its problems and limitations; finally, the last section discussed the piloting of this study.

3.1 Methodology of the Study

3.1.1 Method

The researcher chose empirical method which enhanced the study effectively. This study usually observed non deterministic phenomena exhibiting the variability both exploratory and experimental methods were based in statistics. Actually this method is a way of gaining knowledge by means of direct and indirect observation or experience. Empiricism values such research more than other kinds. Empirical evidence (the record of one's direct observations or experiences) can be analyzed quantitatively or qualitatively. Through quantifying the evidence or making sense of it in qualitative form, a researcher can answer empirical questions, which should be clearly defined and answerable with the evidence collected (usually called data). Usually, a researcher has a certain theory regarding the topic under investigation. Based on this theory some statements, or hypotheses, will be proposed. From these hypotheses predictions about specific events are derived. These predictions can then be tested with a suitable experiment. Depending on the outcomes of the experiment, the theory on

which the hypotheses and predictions were based will be supported or not, [1] or may need to be modified and then subjected to further testing. (Goodwin 2005).

3.1.2 Theoretical Framework

The researcher comprised the empirical research method within a socio-cultural framework. Socio-cultural theory was used for this study because of direct relation with children's learning and development. This framework allowed for the better understanding of children's learning and the influence of both adults and peers on the learning process. The child was actively participated in the learning process which were influenced by the culture of the environment in which s/he developed. Socio-cultural theory presented the understanding of SLA not as an abstract phenomenon, but as a process that essentially connected the individual to a community, where language was closely tied to one's sense of self an important consideration for long term integration in both linguistic and cultural spheres (Moyer, 2004).

3.1.3 Research Design

The researcher conducted the present study following a mixed methods approach with both quantitative and qualitative components in order to provide a general and satisfactory picture. To do the research the researcher prepared both qualitative research design which involves data collection procedures that result primarily in open-ended, non- numerical data analyzed by non-statistical methods and quantitative research design which involves data collection procedures that result primarily in numerical data analyzed by statistical methods. Quantitative research may be used to fill the gap of qualitative study because it is not possible to the researcher to go more than one place at a time. On the other hand, it is not possible to collect all the issues through quantitative study. Considering the above mentioned situation, it is better to say that the research was done by using a mixed method approach.

3.2 Participants

The participants in this study included mainly three (3) secondary non-government schools (urban, semi-urban and rural) in different districts of Bangladesh whereas in classroom observation ten (10) non-government secondary schools were selected. The intention of selecting these schools was to get the actual pictures of classroom interaction. Urban schools' students usually get privilege to learn English while semi-urban schools' students are little bit lag behind to learn language in the classroom because of insufficient facilities. On the other hand, Students of rural schools' are seriously sufferer not get proper education for learning English as they do not have enough teachers' and facilities. One hundred five (105) students of VIII-X participated in students' questionnaire followed the random selection criteria consisted 18 questions according to the need of study. Six (6) English teachers of different background took part in the interviews. The interview questionnaire contained nine (9) questions related to the study. The researcher conducted three FGD session in three different schools. Out of forty five (45) students 15 students took part in each FGD session. The researcher observed ten (10) classes in ten 10 schools included 12 questions to note down the overall activities to find out the interaction patterns on English language learning and teaching, the impediment aspects of interactions and the impact of interaction considered learning and teaching language which occurred in the classroom. The random selected participants were considered as the representative of the total respondent.

3.3 Instrument

To get an authentic result from the study, researcher used both approach (qualitative and quantitative design) as mentioned in the research methodology and design section. The researcher incorporated four instruments to mitigate the insatiable objectives and unbiased result of the study that supported the both research design. They were (i) Questionnaire survey for the students, (ii) Interview questions for the teachers (iii) FGD questions for the students and (iv) Classroom observation checklist for finding out the actual fact by observing the classroom physically.

The questionnaire (Multiple Choice Questions) was used for the students getting their opinion directly. Researcher prepared bilingual questionnaire for the students to make them understand the questions easily by means of Bangla medium schools. Sometimes students became reluctant to express the truth against teachers. But setting this types of questionnaire reduced their tension or hesitation to reveal the fact to complete the questionnaire what happened in the classroom. Above all, the interview questionnaire was used to explore the teacher's philosophy about teaching classroom activities. It also represented teacher's performance in the classroom.

Semi-structured interview was conducted to give teachers the opportunity to explain and expand on events; and to ensure addressing the issues which could have been useful. Teachers' semi-structured interviews helped to identify the actual scenario of English classes and students' activities. Teachers not only disclosed their classroom activities but also pointed out the problem of taking class in front of the students while teaching and learning English.

FGD was really an impressive tool to execute the real picture of the respective field. Among the participants for any questions one or two of them were ready to share the classroom activities. They told why interactive activities practiced or why it did not practice in the classroom, how it affected on their learning and how to overcome. From the discussion, the convenient message got researcher to run the study simultaneously.

Observation played a major part in the collection of data. The observation checklist was used because teacher allowed researcher to observe the class without interaction and participation in the events, and indirectly provided objective records.

3.4 Procedure and Timeline

The prerequisite data was collected from the representative respondents through questionnaire survey for students, interview with teachers, focus group discussion for students and classroom observation. In order to collect the data researcher physically attended the school, took the permission from Schools' authority. The Principal or Headmaster assisted the

researcher whenever it was necessary. The time for collecting the data was set after the leisure time or end of schooling not to hinder the classroom activities.

Questionnaires were distributed to students to gain better insight into the context. Before distributing the questionnaire researcher shortly described the students how to fill up the questionnaire. The bilingual questionnaire was a fairly simple, four pages questionnaire, with both closed and open ended questions (Appendix A1 and A2). The class teacher and other subject teachers along with the Headmaster were present during questionnaire survey.

Semi-structured interview was set for teachers, the researcher got permission from both the interviewee and Headmaster of the respective school orally. This Semi-structured interviews were recorded with a digital recorder and written as well with the special permission of the subject teacher. The use of open-ended questions enabled more varied and in-depth responses and permitted participants to express their views and experiences. (Appendix B) The richness of data was evoked by encouraging the interviewees to elaborate on the answers provided. The main questions for the interview were drawn after careful categorization of areas of interest which were included in Appendix B. This interview guide ensured that the conversational interviews were focused and productive although most questions were structured as open-ended in order not to limit the participants' responses. The researcher avoided asking leading questions. The participants were interviewed in a quiet room to avoid interruptions.

Researcher conducted three FGD sessions considering the mixed level of students including both male and female. The students of VIII-X were asked to sit in a one classroom. The questions were categorized to get data easily though it was not disclosed them. The researcher also clarified all the necessary information for conducting FGD. In the meantime researcher asked 10 questions one by one (Appendix C), told them to reveal the truth rather than providing hypothetical answer which were recorded. Researcher also took important notes.

For classroom observation 10 schools were selected. The researcher had taken permission from both the Head Master and the class teacher. Following the observations, the notes which had been taken were read thoroughly and supplemented by additional information in an attempt to capture as much of the context as possible, including teachers' tone of voice during delivery, students reactions, physical location of both children and adults. (Appendix D) This helped with developing greater clarity about the concepts and themes that were emerging from the data. The researcher could easily differed teachers speech and students confessions after observing the class. The classroom observation tool which was used to extract the factual scenario of the classroom activity.

The researcher had taken 6 days regarding the collection of bilingual questionnaires, semi-structured interview and FGD respectively. When researcher conducted bilingual questionnaires with students, each (students) took almost 45 minutes to fill up the questionnaire. The semi-structured interview lasted approximately twenty minutes whereas it took near about 60 minutes for FGD. Total 15 days were taken to observe the classroom because of travelling one area to another area. The researcher observed 10 classes out of 10 schools and the observation checklists were divided into 12 segments.

The four types of instrument ensured the possible solution without depending on only one instrument implementing to the pertinent of the study.

3.5 Analysis

The bilingual questionnaire was analysed with the help of the statistical analysis software programme SPSS (Statistical Package for the Social Sciences). Besides, Microsoft (MS) Excel of Office 2013 version had been used for computer based analysis. Here frequency calculation was used to produce descriptive central tendency statistics that can be used to present an overall picture of the study. For qualitative data analysis interpretation mechanism had been used to interpret them. Analysis of semi-structured interviews, FGD and classroom observation involved transcribing and becoming familiar with the data. Audio recording and notes taking and checklist during the interviews, FGD and observations were labelled, coded and categorized according to emerging and similar concepts, themes, ideas or events. This

study used an integrated approach to coding, combining both emerging and predetermined codes which clearly related to themes were also linked to interviews, questionnaire results and the literature.

The analysis of the questionnaires included both quantitative procedures, such as measuring the existence and frequency of particular events which influenced the observed phenomenon as well as qualitative analysis of participants' responses to open-ended questions. This data source was compared with data obtained from other measures thus adding strength to the findings. Various strands of data were integrated together which called the triangulation to get a greater understanding of the empirical study under examination.

3.6 Ethics and limitation

The social research of ethical considerations played a focal role in designing, carrying out and reporting, including the field of education. The researcher must ensure the reflection of one's activity before, during and after one's research. The researcher involved in continuous ethical decision-making where setting research instruments were appropriate for the participants according to the level and context (Cullen, Hedges, & Bone, 2005).

As the researcher used mixed method approach for this study, it was strictly followed the research ethics while preparing question both structured, semi-structured, open ended to avoid the sensitive issues of the respondents. Punch (2005) pointed out that such issues were more reliable in qualitative than quantitative approach because qualitative research often interrupts more into the human private sphere which was inherently interested in people's personal views and often targets sensitive or intimate matters.

For this study to collect the data researcher took permission from the authority (Headmaster) and explained the aims of the study. When the permission was granted, the study was conducted with the help of subject teachers and students.

The researcher made a commitment to the Headmaster that the information was not disclosed anywhere except academic purposes. It was made clear to all the participants that

they could withdraw from the study at any moment. The names of the institution and the participants in the study were changed using pseudonyms, thus guarantees confidentiality and anonymity. Furthermore, the agreement was reached about the uses of the data and how its analysis would be reported and disseminated (Blaxter, 2010).

The four instruments were used completed the study which was not enough to cover all population of the selected area. So the researcher were bound to depend on answers by a small number of respondents though it might have the confusion to represent the whole population. Time was also factor of executing the data properly so that anyone can argue the findings of the research.

At last researcher pointed out some limitations in conducting the research need to be addressed. The size of the sample was one of the limitation of this study. Only three schools for different area were selected and the classroom observation were done one time for one class. Thus, generalizing the findings should be made cautiously.

3.7 Pilot Study

The pilot study was done in a rural secondary schools of Bangladesh with the intention of check the research tools and to prevent any unexpected problems/situations. It also served as a means for the researcher to practice observation recording techniques and interviewing with the intention of becoming more skillful while executing them as well as getting feedback information on their clarity and appropriateness. Before piloting the study, researcher set 22 questions for students' questionnaire, 12 questions for interview with teachers, 10 questions for students' FGD and 11 checklists for classroom observation. After piloting the four types of tools (students' questionnaire, teachers' interview, FGD for students and classroom observation) researcher got feedback on the clarity of some questions led to rephrasing and abridging to generalizing of those questions. The feedback on the questionnaires was particularly useful since students' and teachers' opinion about the clarity of some questions were relevant and incorporated into the final version of the questionnaire.

Chapter: 4 Result

The researcher analyzed the findings in the simplest and easiest way who selected three schools used questionnaire survey for students, interview with the teachers, FGD for the students, and classroom observation. The purpose of selecting three schools was to get the real scenario of teaching and learning condition in Bangladesh. In the first section of the chapter, researcher included two parts (A & B) of questions with both open ended questions and questions with fixed alternatives maintaining bilingualism questionnaire for the students of class VIII-X and total 105 students participated in the survey where tools were given in Appendix A1 and A2. The second section of the chapter included semi structured FGD existed 10 teachers which was attached in Appendix B. The third section of the chapter dealt with the result from interview questionnaire included 45 participants and the tools were attached in Appendix C. The final section of the chapter dealt with classroom observation that was enclosed in Appendix D.

4.1 Findings from Questionnaire Survey

The main instrument used to elicit data for the study was a written questionnaire (Appendix A1 and A2) which was distributed to 105 students of class VIII-X. In part A, researcher pointed out the demographic of the participants: district, area, age, gender, class, roll no., mother language, other languages, and English Language proficiency. These participants were asked to complete the questionnaire. The demographic information was sought because they helped to clarify the variables of the analysis to be determined if such factors have any impact on classroom interaction of English language learning and teaching at secondary level of Bangladesh.

4.1.1 Demographic Part

Researcher selected three different districts of different area which was not applicable for classroom observation according to the aim of the study. In classroom observation, ten schools were selected which were situated in different districts of different area. Students participated to express their opinionbearing odd and even roll numbers that were multiplied at least to have the difference between five to five. As for example, one student was requested to take part

whose roll no. was 1(one) for answering the questions and sharing the opinions the next student was selected bearing the roll no. of 5(five).All of their mother tongue was Bangla where they scarcely have other languages.

4.1.1.1 Selected Area

Table 1: Students' Area

Students' Area(105 in number)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	urban	34	32.4	32.4	32.4
	Semi-urban	33	31.4	31.4	63.8
	rural	38	36.2	36.2	100.0
	Total	105	100.0	100.0	

On the basis of present study, researcher chose three different area to get real scenario of education system in Bangladesh dealing with interactive activities among teachers and learners for teaching and learning English Language. It was showed on the table 1 that out of 150 participants, 34(32.4%) of them from urban area, 33(31.4%) from semi-urban and 38(36.2%) from rural area.

4.1.1.2 Students' Gender

In case of gender, the majority of the respondents (73) were female whereas 32 were male. Female students were selected following odd and even roll numbers of the students. An intention was set for picking up the students who had mixed ability for learning English Language (Brilliant, Moderate, Slow learner and Back bencher).

Table 2: Students' Gender

Student's Gender(105 in Number)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	32	30.5	30.5	30.5
	female	73	69.5	69.5	100.0
	Total	105	100.0	100.0	

4.1.1.3 Participated Students' in Different Class

According to the students studying of classes, 57 (54.3%) of them were class VIII; 26(21.8%) were class IX; and 22(21%) others were class X. The students of class VIII were given priority for collecting the data on account of their age and nature of learning.

Table 3:Students' class

Students' Class(105 in number)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	VIII	57	54.3	54.3	54.3
	IX	26	24.8	24.8	79.0
	X	22	21.0	21.0	100.0
	Total	105	100.0	100.0	

4.1.1.4 English Language Proficiency

Proficiency of the language represents person's ability to understand, to speak, to read and to write English and finally to present basic communicative tasks in an appropriate way. As far as the information of English Language proficiency researcher noticed that the highest percentage of students 64.8 % (68) claimed that their level of proficiency was medium, others showed 21 % (22) that they were satisfactory in English language proficiency. Some others 7.6% (8) said that their level was standard and rest of the least percentage 6.7 % (7) was low in proficiency. It was quiet interesting that none of them had concerned of others option of English Language proficiency.

Table 4: Students' Language Proficiency

Students' English language proficiency(105 in number)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low	7	6.7	6.7	6.7
	medium	68	64.8	64.8	71.4
	satisfactory	22	21.0	21.0	92.4
	Standard	8	7.6	7.6	100.0
	Others	0	00.0	00.0	
	Total	105	100.0	100.0	

Summary

In demographical part, the researcher found that the maximum participants were female. It was also noticed that the students of class VIII who was the majority among the participants. The indication hinted that students' maximum level in English language proficiency was medium.

4.1.2 Classroom Interaction

In part B, researcher divided 18 questions into 4 categories. The first four questions represented "Language use and interaction"; second six questions explored "Interaction patterns and practice of language skills"; third four emphasized on "Types of activities used by students for interaction and their effect" and last four symbolized "Result/impact of classroom interaction and suggestion".

4.1.2.1 Language Use and Interaction

4.1.2.1.1 Mostly Talk in the Classroom

Figure 1 showed that 64 students stated that it was the teacher who does talk mostly in the classroom.

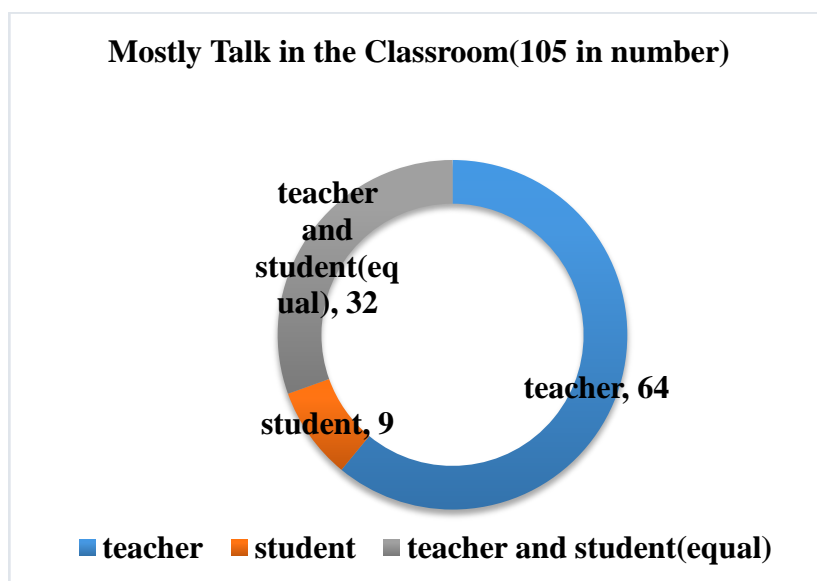


Figure 1: Mostly Talk in the Classroom

On the other hand, 32 students said that “teacher and student’ equally talked in the classroom. Only 9 students claimed that student was the one who talks most in the classroom.

4.1.2.1.2 Language Mostly Used in the Classroom

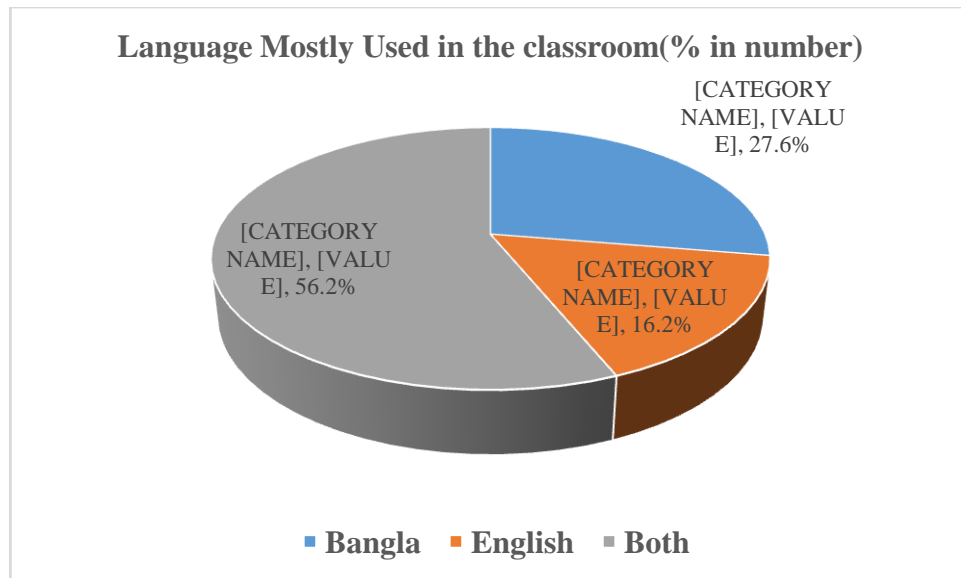


Figure 2: Language Mostly Use in the Classroom

From the questionnaire depicted in the Figure 2, researcher came to know that the high numbers of students 59 (56.2%) agreed that “students and their teachers” mostly used both languages in the classroom while 29(27.6%) of them reported that Bangla was practiced in the classroom. Another 17(16.2%) was recounted that they mostly used English in the classroom.

4.1.2.1.3 Language Used by Teacher for Different Activities

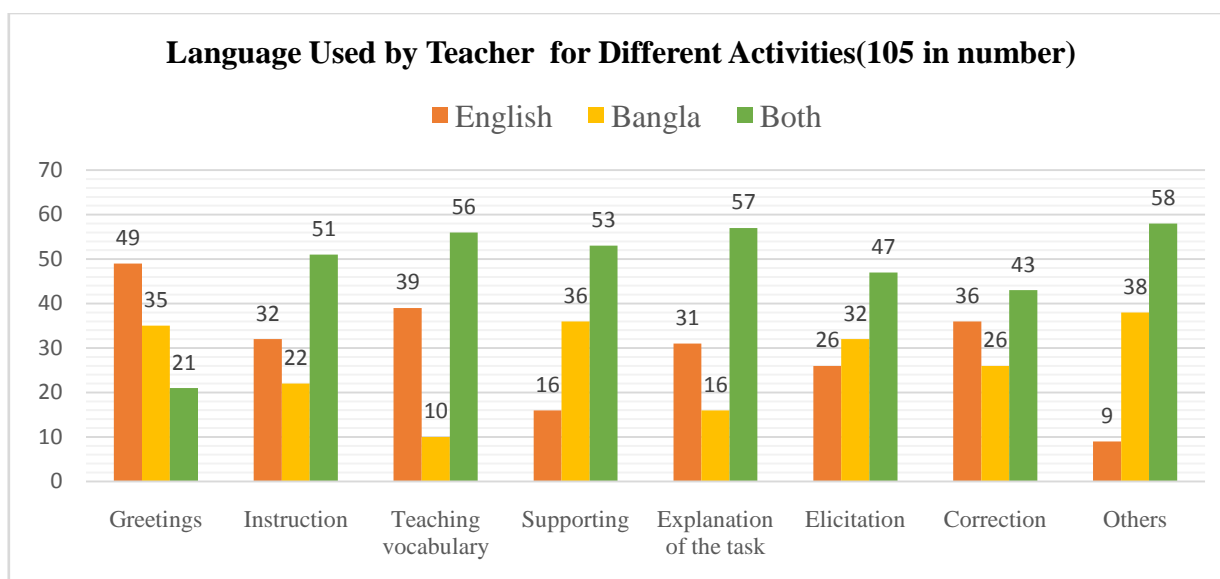


Figure 3: Language Used by Teacher for Different activities

Figure 3 portrayed the scenario of the responses of students about language used by their teachers in the classroom during interactions. Considering the different activities, students (49) said that their teacher used English in greetings while interacting with them but 35 pointed out that Bangla was used when teacher greets with them and 21 fixed to put tick on both languages. Here researcher found that most of the respondents had their opinion to use in both language which was used by teacher dealing with the activities of instruction (51), teaching vocabulary (56), supporting (53), explanation of the task (57), elicitation (47), correction (43) and others (58). Teacher used English while dealing with the activities of teaching vocabulary was supported 39 students, explanation of the task was concerned 31 and correction was 36. To establish their argument, they wrote in the questionnaire that it was easy and effective for them to get the proper nourishment when their teacher used both language conducting the session dealing with different activities incorporating English language especially for their unknown vocabularies.

4.1.2.1.4 Opportunity to Interact

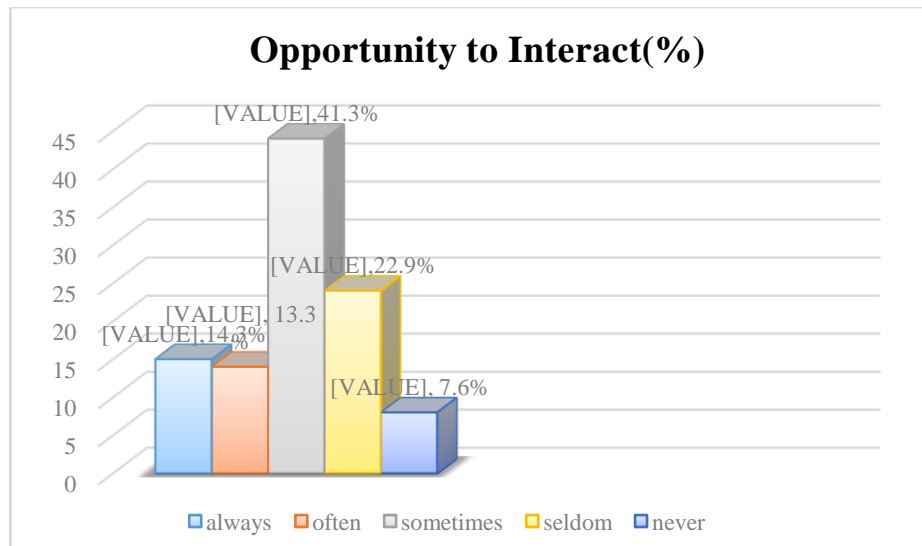


Figure 4: Opportunity to Interact

44(41.9%) students stated that they were sometimes given the opportunity to interact with their class mates and those who said seldom were 24(22.9%) students. Among them 15(14.3%) and 14(13.3%) students were closed to support always and often options where their teacher provided them opportunity to interact with them. Other 8(7.6%) students evaluated that teachers never give them the opportunity to interact with them.

Summary:

In response to the four questions of language use and interaction, researcher found that in terms of talking in the classroom teachers talked most. Teacher and students used both language (Bangla and English) frequently while conducting the session. In the same way, when the different activities of greetings, instruction, teaching vocabulary, supporting, explanation of the task, facilitation, correction and others were done in the classroom, teacher used both language but in greetings and vocabulary it was mostly used in Bangla. The students wrote in the questionnaire that using both language helped them to understand the topic clearly.

4.1.2.2 Interaction Patterns and Practice of Language Skills

4.1.2.2.1 Interaction Pattern Usually Happen In the Classroom

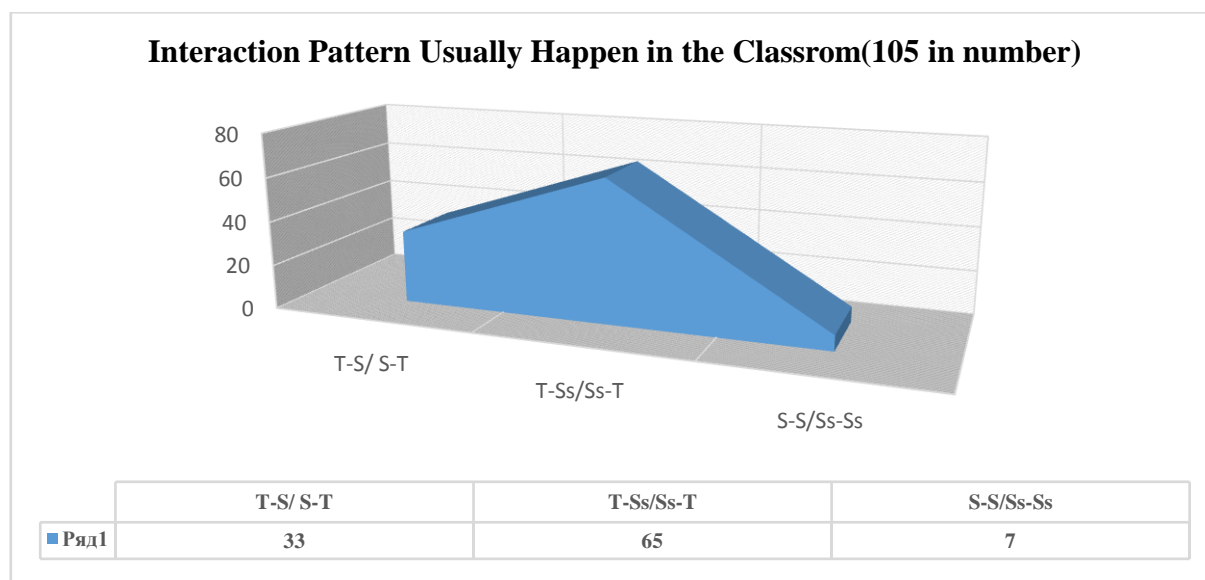


Figure 5:Interaction Pattern Usually Happen in the Classroom

The respondents expressed their concerns regarding the fact that most of the students 65 (61.9%) reported T-Ss/ Ss-T interaction patterns which were usually happened in the classroom, while 33(31.4%) of them chose T-S/S-T, and rest 7(6.7%) of them picked S-S/Ss-Ss as an answer.

4.1.2.2.2 Effective Interaction for English Learning

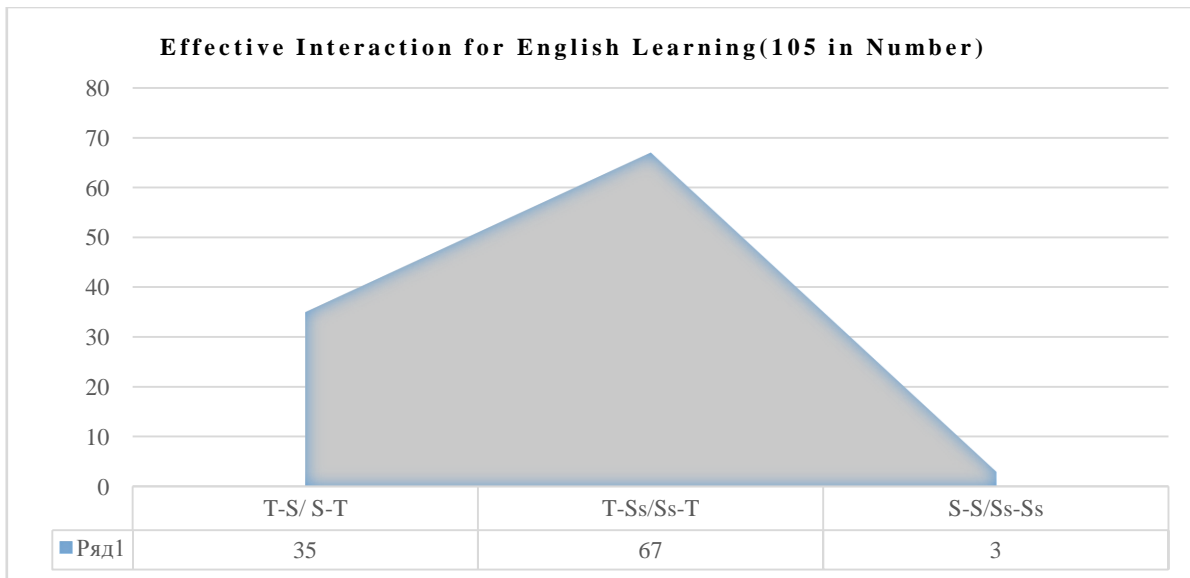


Figure 6:Effective Interaction for English Learning

Figure 6 showed the interaction patterns which were effective for English learning in the classroom. 67(63.8%) students said that they thought T-Ss/Ss-T interaction pattern was effective for them in the classroom regarding all kinds of interaction in the classroom. On the other hand 35(33.3%) presenters of the total respondents said that T-S/ S-T interaction pattern was done in the classroom which was effective interaction, and only three supported the interactions pattern of S-S/ Ss-Ss. They revealed that T-Ss/Ss- T interaction pattern made them confident to learn English and it was an easy way for them.

4.1.2.2.3 Interaction inside the Classroom

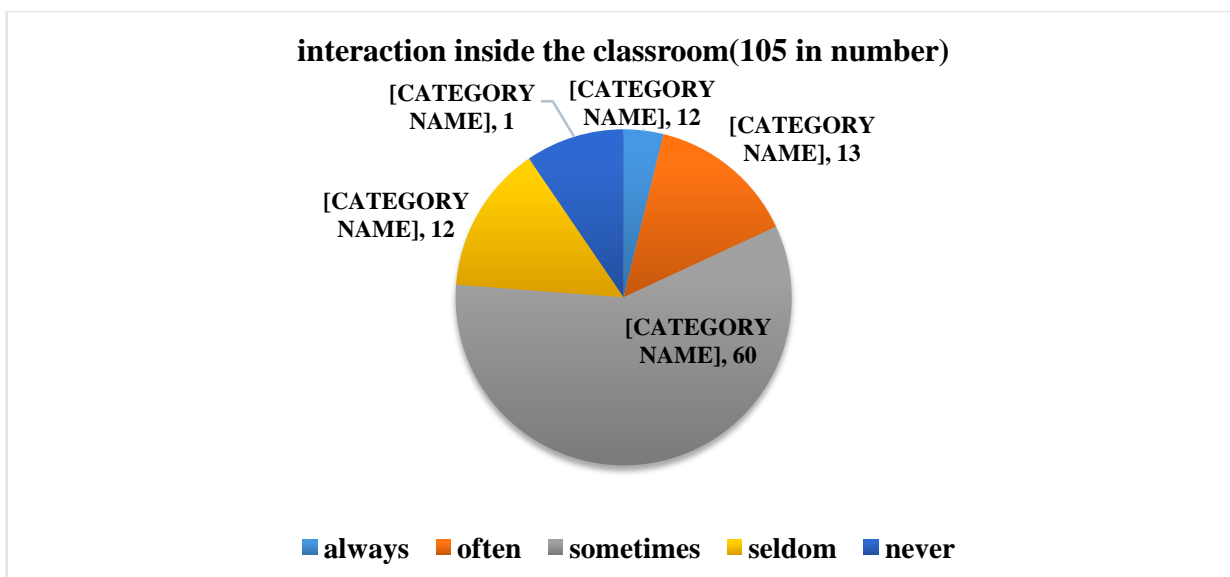


Figure 7:Interaction inside the Classroom

Figure 7 above showed that 60 students said that they sometimes interact with other learners in the classroom, other 19 students stated that they often do that, and 13 and 12 were of always and seldom. However, those who say never was 1 student.

4.1.2.2.4 Interaction outside the Classroom

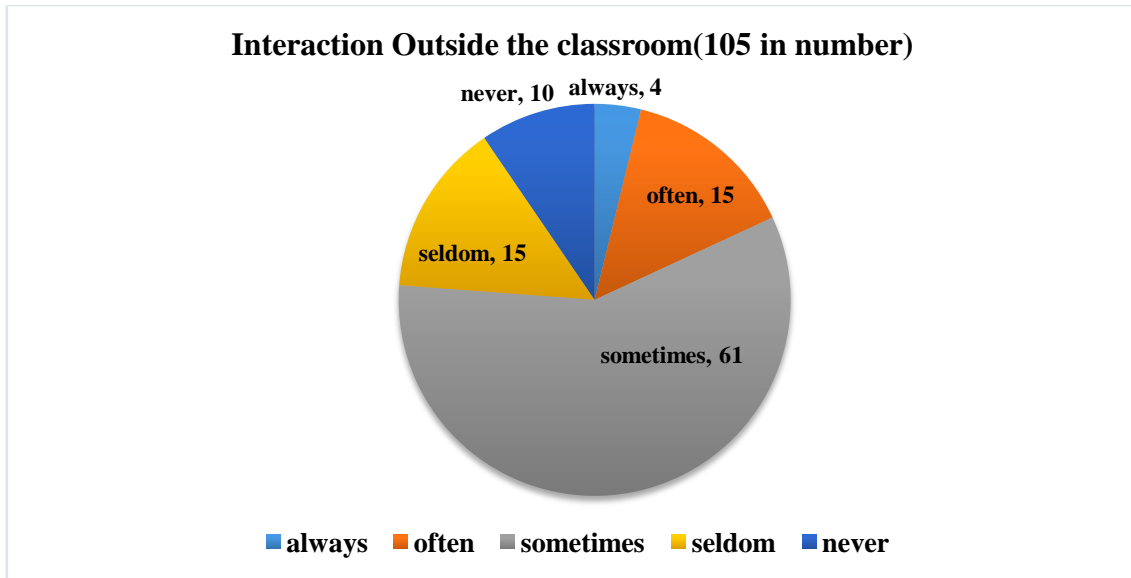
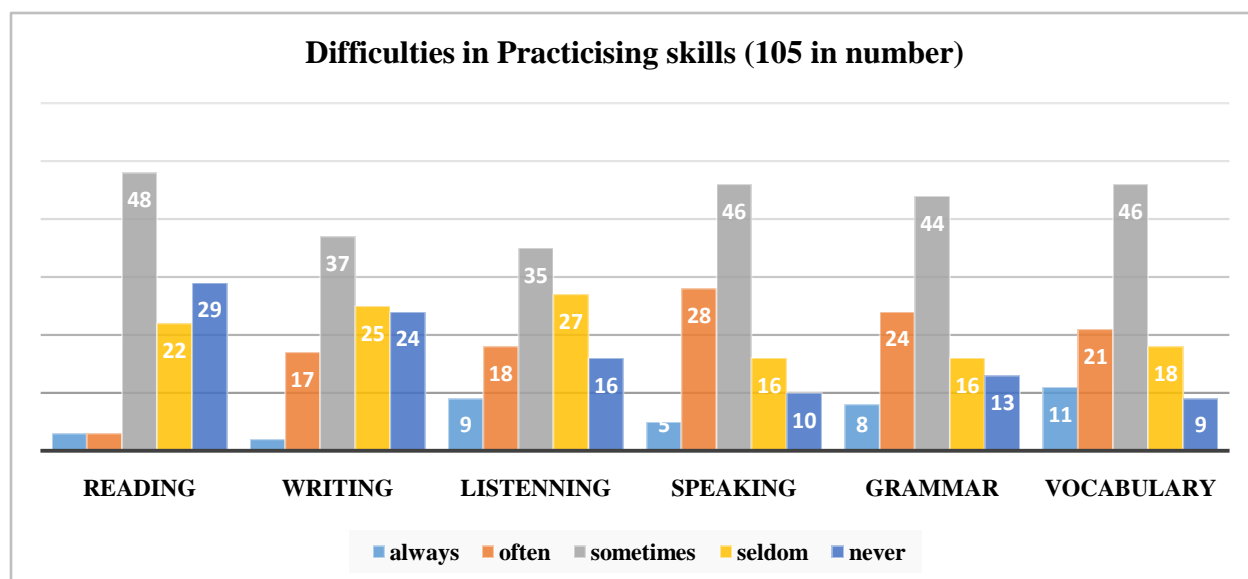


Figure 8:Interaction Outside Of the Classroom

Regarding students answers, 61 students said that they sometimes interact in English outside the classroom, while 15 students stated that they often and seldom did so. The remaining 10 and 4 students responded that they never and always interact outside the classroom. Students explained that they sometimes, often, seldom, always or never interact in English outside the classroom because English was not spoken outside it was considered as an international language even they did not know how to create meaningful sentences everyday utterances and they had serious problem of using appropriate vocabularies.

4.1.2.2.5 Difficulties in Practicing Skills

Figure 9:Difficulties in Practicing Skills



In Figure 9 it was shown the difficulty of practicing different skills facing by students whenever teacher conduct the session. To extent the data considering Reading skill there were 48 students who faced sometimes difficulties, 29 students had never, 22 students were seldom and 3 students were always and often respectively. For practicing writing skill 2 students faced problem always, 17 students faced problems often, 37 students faced difficulties sometimes while 25 and 24 students seldom and never faced difficulties. In terms of listening skill practice the responses were a bit different. There were 9 students faced problem always; 18 students faced difficulties in listening often. 35 students faced problems in Listening skill sometimes and 27 students faced problems seldom in practicing listening skill and 16 respondents who never faced difficulties. While practicing speaking skill 5 students faced difficulty always; 28 students often; 46 students sometimes whereas 16 and 10 students had seldom and never difficulties. Regarding practicing of grammar 8 students , 24 students , 44 students, 16 students and 13 students were difficulties always, often, sometimes, seldom and never respectively. On account of practicing vocabulary 11 students' considered 'always' as a difficulty, while 21 had 'often' as a difficulty. There were 46 students who thought that 'sometimes' practicing vocabulary was difficult for them on the other hand 18 students faced difficulties which was 'seldom' and 9 students expressed 'never' option.

4.1.2.2.6 Overcome the Problem

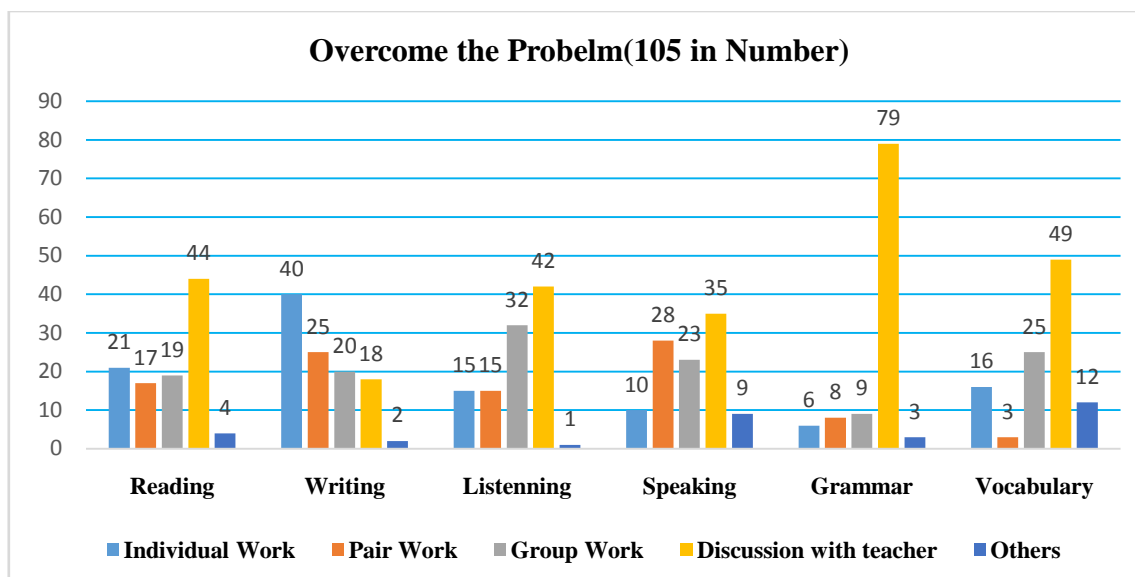


Figure 10:Overcome the Problem

According to the questionnaire data, Figure 10 showed the way of solution while practicing different skills. For reading skill 21 students solved their problem individually, 17 students did the work in pair, 19 students through group work, 44 students solved their problems by discussion with the teacher and only 4 students deciphered the problem in others way. In order to practicing writing skill there were 40 students who solved their problems individually, 25 students solved it by pair work, 20 students by group work whereas 18 students solved their problem through discussion with their teacher. On the other hand, only 2 students had different opinion to overcome the problem which was others way. On the subject of listening skill, researcher emanated to know that the high numbers of students 42 agreed that discussion with teacher was a way of solving the problem while 32 reported that group work the key issue for solution the problem. Another 15 recounted the activities of individual/pair work but 1 was others only. Concerning the speaking skill, 10 students solved their problems individually, 28 through pair work, 23 through group work and 35 solved their problems through discussion with their teacher and 9 students opined other activities. To solve grammar problem, 6, 8, 9 and 3 students solved their problems individually and through pair work, group work and others, and 79 of total student took discussion with their teacher. The respondents voiced their concerns regarding the fact of overcoming the vocabulary that most

16 students did support individual work, 3 reported pair work, 25 chose group work while 49 of them concerned the discussion with teacher, and rest 12 of them picked other activities.

Summary

The most of the time teacher followed T-Ss/Ss- T interaction patterns in the classroom, and students also thought this (T-Ss/Ss- T) interaction patterns were effective for them. Average 66 participants agreed to support this interaction for teacher and for them. They felt confident when the T-Ss/Ss- T interaction pattern was applied in the classroom. On the other hand, when they interacted with other in the classroom or outside the room, sometimes they did with each other and in the practicing of skills, they sometimes faced difficulties but in listening and writing skills there replied was different. Finally when they were asked to solve the problem, they stated that different opinion for different skills. In reading, listening, grammar and vocabulary, most of their concentration was to solve the problem by discussion with teacher. In opposition, their opinion was individual for writing and individual and pair work for speaking skill.

4.1.2.3 Types of Activities Used By Students for Interaction and Their Effect

4.1.2.3.1 Involving interactive activities by the Teacher

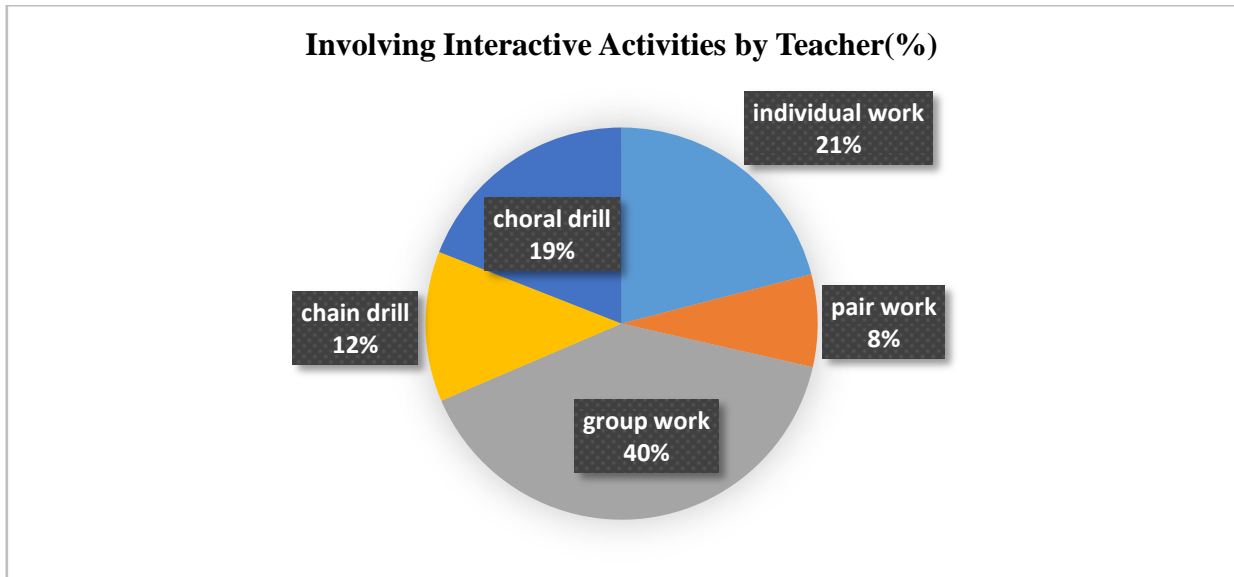


Figure 11: Involving Interactive Activities by Teacher

The answer tabulated above reveals that while (8%) of the students pointed out their teacher involved them in pair work. Less than half (40%) indicated that their interactive activities were done by teacher forming them in group, (21%) students specified it was individual work, and the 19% students revealed the activity of choral drill. The remaining (12%) of the students valued their chain drill as it was the part of interactive activities was done by the teacher involving the students in the classroom. From response to the question, participants pointed out that group work helped them to understand topic easily.

4.1.2.3.2 Involving In Pair/Group Work

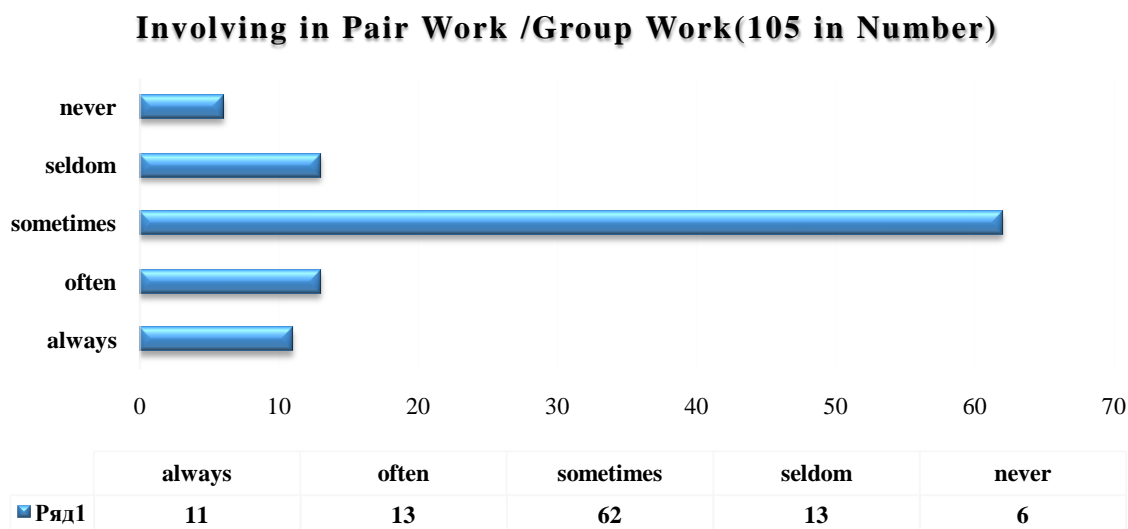


Figure 12: Involving in Pair Work/ Group Work

Regarding students answers, (6) said that their teacher never applied pair/group work to take the session in the classroom, while (11) students state that their teacher always did so, and (13) students expressed their opinions of often and seldom. The remaining more than half (62) students responded that their teacher sometimes involved them to do the pair/group work.

4.1.2.3.3 Language Used By the Students Doing the Activities

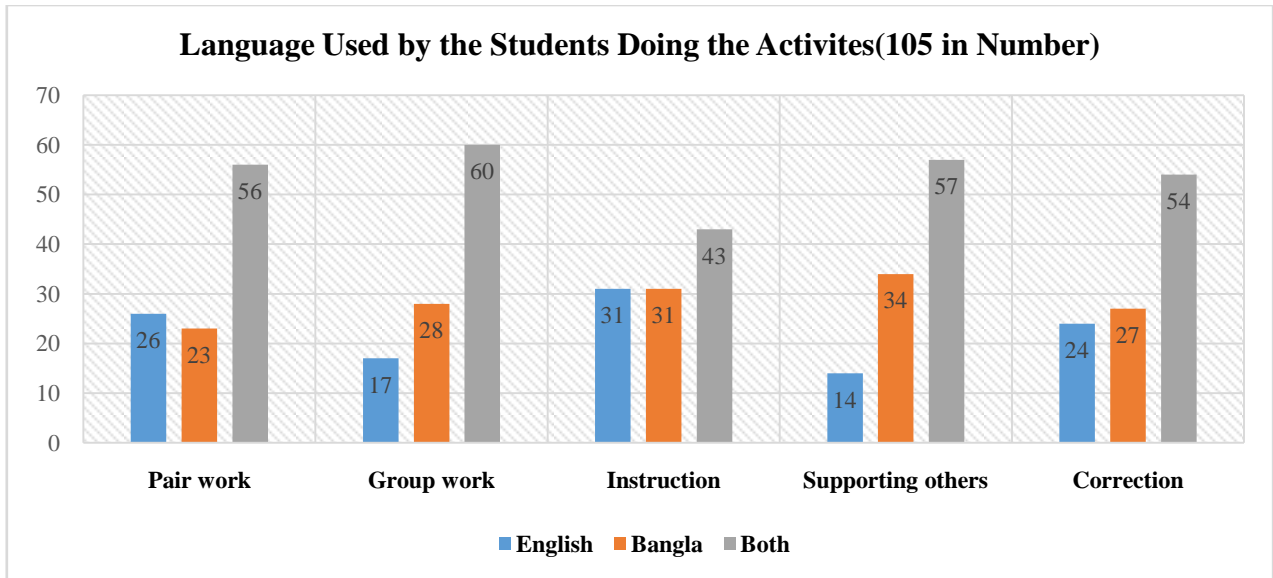


Figure 13: Language Used by the Students Doing the Activities

Students did different activities in the classroom when their teacher assigned for completing any task. From the data it was showed that 56, 60, 43, 57 and 54 students respectively used both language in accordance with the activities of pair work, group work, instruction, supporting others and correction. The rest of the students of 26, 17, 31, 14, and 24 specified the activities to use English. However, 23, 28, 31, 34, and 27 students pointed out that they used Bangla dealing with the activities of pair work, group work, instruction, supporting others and correction.

4.1.2.3.4 Effect of Doing the Activities

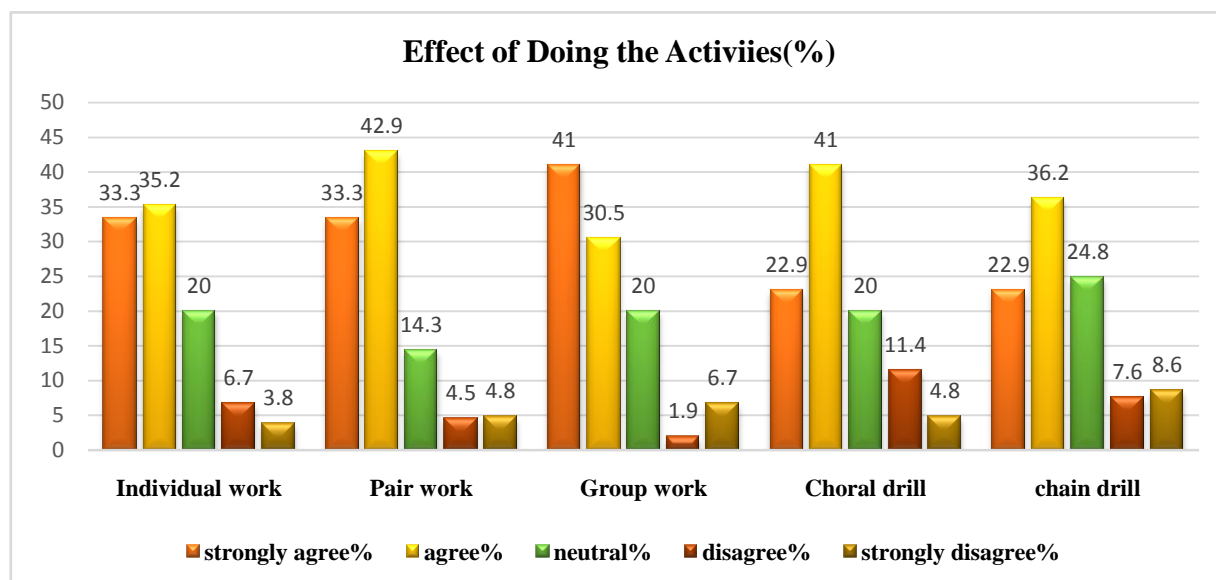


Figure 14:Effect of Doing the Activities

In the classroom students had to do many activities following the instruction of teacher. To run the class smoothly teacher often engaged students in pair work, group work, sometimes individually and sometimes it was choral drill and chain drill. The respondents gave their opinions on a scale of degrees (1 was for strongly agree and 5 were for strongly disagree) about the effect of the said techniques on their learning and teaching. While engaged in individual work (33.3%) students said they acquired language at point 1, which was a bit less than point 2. For the same activity (individual work), indicated by (35.2%), (20%), (6.7%) and (3.8%) students that they learnt language at point 2, 3, 4 and 5. Whenever they got chance to involved themselves in pair work, 33.3% and 42.9% of the respondents said their language learning occurred at the point 1 and 2 level whereas 14.3%, 4.5%, 4.8% of students supported the point of 3, 4 and 5. Group work also helped them in learning English language and 41% of them learnt English at the point 1 but 30.5 chose at the point 2. Others of 20%, 1.9% and 6.7% indicated at point 3, 4 and 5 respectively of learning outcome. Choral drill also assisted the students to learn English language. Here 22.9% of the students voted for strongly agree, 41% voted for the learning point 2, 20% students voted for the learning point 3, 11.4% of the

students voted for the point 4 and 4.8% of the total respondents voted for the strongly disagree point. Chain drill is one of the important techniques for teaching and learning a language, especially English language. 22.9%, 36.2%, 24.8%, 7.6% and 8.6%) of the students responded for the strongly agree to the strongly disagree points accordingly as shown in Figure 14.

Summary:

How the interactive activities was effective for the learner it was pointed out here. Getting response to this category, researcher found that mostly individual and group work was practiced in the classroom which and the respondents were 46 and 33 accordingly. On account of involving interactive activities by the teacher, the supporting was mostly group work. In the meantime, it was sometimes done in the class room while doing the pair or group work according to the participants' response. Most of the time both language was used to dealing with pair work, group work, instruction, supporting others and corrections. Having the response to the effect of doing these activities, more than forty percent (40%) supporting was in favor of agree option but in individual work, pair or group work both supported of 'strongly agree' and 'agree' option.

4.1.2.4 Result/Impact of Classroom Interaction and Suggestion

4.1.2.4.1 Allowed Mother Tongue While Interacting With Others

The respondents expressed that their teacher allowed them to use mother tongue while interacting with other students. The using of Bangla in the classroom lead them to reduce their mistakes as English was difficult for them in terms of using the vocabulary appropriately. They stated that their teacher suggested them to speak English to improve English language. In this regard, students mentioned in the questionnaire,

“So that we can know other's problem and solve it in pair”.

“Very often we are forbidden to interact in Bangla”

However, very few of the students noted that they were not allowed to use Bangla in the classroom because of developing their English Language.

4.1.2.4.2 Regular Interaction in Classroom Help You to Improve Your English

All of them agreed the question of regular interaction in classroom helped them to improve their English. They claimed that the regular interaction ensured proper learning environment. By practicing English they learnt new things made them confident to communicate with alien delicacy. In Bangladesh, the students of secondary level also revealed that English is an international language. So, they wanted to be good speakers. From this point of view one of the students responded,

“Yes, obviously we are developing by this kind of interaction.”

4.1.2.4.3 Students' Reason behind Not Interacting

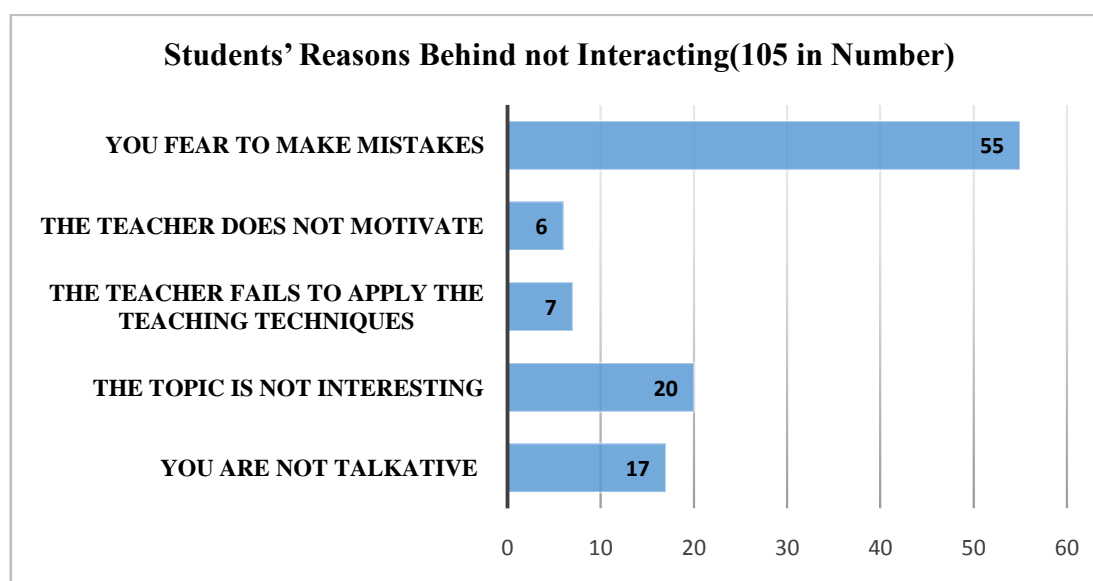


Figure 15: Students' Reason Behind not interacting

Researcher noticed from the results shown that (55) of the students did not interact because they feared to make mistakes. Others (20) indicated that the topic was not interesting, however, (17) of the students were not talkative. The remaining number of (6) and (7) of the students told that their teacher did not motivate and teacher failed to apply the teaching techniques.

4.1.2.4.4 Suggestions

An ideal teacher is crying need for the students to develop English. The students wrote in the questionnaire that many times teachers did not confess their mistakes even if students corrected it teachers did not accepted it willingly rather scolded severely. They demanded such a teacher who taught English in a systematic way applying interactive activities in the classroom to remove the panic of English that would sustain their language learning. Moreover, they realized the importance of learning which instigated their interest to be good speakers of English.

Summary:

The students expressed that they were allowed to use Bangla to interact with each other. They all also confessed that regular interaction helped them to improve their English. But they were afraid of interacting because of fear to make mistakes and they provided some constructive suggestions to be English speaker.

4.2 Findings from Teachers' Interview

There were six teachers took part in the semi-structured interview which was used as an ancillary tool to the questionnaire. The interview tool was given in the Appendix B. These interview questions also divided into two parts, one was demographic (Part A) and other one was interactive (Part B). The mentioning titled revealed the interview questions which were categorized on the basis of the sequence of questions.

4.2.1 Demographic Part

The participants for this study were 6 teachers of English teaching at Secondary levels. Out of these participants, 4 of them were male and the rest 2 were female. On account of their educational qualification, all of them completed Master of Arts (MA). As far as the schools information taken from urban, semi-urban and rural areas of Bangladesh. According to the teaching experience, it varied from teacher to teacher whereas 2 were 0-5 years, rest 1 was 6-10 years, others 2 were 21+ and the remaining 1 was 11-15 years. The researcher found that 2 teachers teaching experience as an English teacher were 0-5 years while 3 teachers were

11-15 years, and only 1 was 6-10 years. The respondents of the training receivers revealed that all of them were acquainted with communicative language teaching (CLT) approach.

Krashen(1981) pointed out that the English teacher should have the ability to understand, to speak, to read and to write English. They have to have at least accuracy in pronunciation; knowledge of foreign customs, culture and cross culture communication. The linguistics knowledge and the essence of language acquisition shows their way of appropriate journey in teaching to sustain teaching and learning process bearing an open attitude towards foreign culture share with students what they know about how foreign culture differs from their own and present them in teaching (pp.55-59). The demographic part dictated that teacher have such ability to teach students in a proper way.

4.2.2 Interactive Part

The impact of classroom interaction on English Language learning and teaching was portrayed getting the interview answers from the teachers. Different teachers expressed their opinions on the subject of their areas. Sometimes, researcher directly quoted teacher's answer in this paper and sometimes it was written as a summary. The ideas generated from the questionnaire were presented below,

4.2.2.1 Language Used by Teacher in the Classroom Instruction

Getting the answers to the question, which language do you use in the classroom instruction and why? Their responses were different from one another. The people of urban area replied that they always used English in the classroom instruction. They frankly expressed that when they started to use English in classroom instruction they were hesitated whether students accepted it easily or not. Everyone was usually scared when they started something new. But after a couple of months, this strategy encouraged students to practice English beyond confusion in the classroom. Actually the purpose of using English in the classroom enhanced student's capability to reach the expected level of proficiency for a skill or process. In contrary to other teachers who were from semi-urban and rural area reported they used both language in the classroom instruction because most of the time students failed to understand English as it was not their native language.

4.2.2.2 Types of Interactive Activities Used in the Classroom

In response to the question, what type of interactive activities do you use in the classroom? One teacher mentioned that s/he applied CLT approach in the classroom where all procedure of interactive activities were inherent. Besides, most of the teacher told that they used role play, individual work, pair work, group work, chain drill, choral drill, language games, brain storming and asking and answering questions whenever they took the class in front of the students.

4.2.2.3 Different Activities Helped to Develop English Language

Having the answers to the question how these activities help you and your students to develop English language? They told that these activities were really helpful to them and their students for developing English because through these activities everyone got congenial environment of using English to express themselves. Among the teachers, one of them boldly replied to use role play in the classroom. It could involve students into role play that they did not play in real life lent a hand them performing roles of different professionals' conversations which were incorporated in English for Today (EFT). One teacher stated that,

“These activities involve the students to capture English language by mastering the four skills”

One teacher also added that sometimes s/he arranged debate competition in the classroom for creating an English speaking environment and took them outside the classroom for project work which were set in the textbooks. So, these activities directly assisted them and their students to develop English language.

4.2.2.4 Language Used for Explaining any Topic

Taking answers to the question which language do you use for explaining any topic? Why? They noticed that most of the time they used English to explain any topic but students were not able to understand English which stretched them to asked their problem to the teachers then they would use Bangla for their better understanding of the activities. They also addressed that the students of rural area did not have scope to practice English even their

parents were uneducated which obstructed them to use English always. But one of the teachers pointed out that

“English no doubt as it should be the medium of communication so that students can learn by involving themselves through the four skills.”

When they conducted the class with full swing using English they expected their students participated to share their ideas and thoughts about topics but in the meantime students remained silent, they did not have the concentration over topic, at that juncture they changed their motives. They tried to identify the real problems of whether the topic might be difficult or the way of teaching techniques was not satisfactory to them. In this case, teachers used simple English and sometimes Bangla to ensure students’ active participation so that students got inspiration from them.

4.2.2.5 Students Learn Better If They Work in Pair/Group

In response to the question do you think students learn better if they work in pair/group? Why or why not? They all in a body agreed to say “yes”. They expressed that pair work was more appropriate task that was short, simple and quite controlled in terms of teaching. It gave students the opportunity to practice speaking one-on-one. The students got to know others in their class. Also, some students might be too shy to speak in front of the whole class; with pair work they had a chance to practice with one person first. It was useful because everyone in the class had the opportunity to speak. Through the interview one teacher mentioned that

“They learn better by sharing their thoughts and experiences.”

Furthermore, they voiced that group work was also useful because students got to work amongst themselves that involved collaboration and self-initiative language. They could share ideas together without pressure from the teacher. It made task clear; made one student leader in each group and confirmed everyone’s participation. Another teacher said that,

“There are triangular interactions which help the students to escape their shyness and to be fluent and of course to develop power of thinking and reasoning.”

These practices provided opportunities for students' commencement, for face to face through give and take, for practicing the negotiation of meaning, for extended conversational exchanges and for student adaption on role of common goals. In short, it promoted learners responsibility and autonomy to improve their language proficiency.

4.2.2.6 Interaction Patterns in the Classroom

The interacting patterns of (Teacher-Student) T-S/ S-T, (Teacher- Students) T-Ss/Ss-T and (Students -Students) S-S/Ss-Ss took place in the classroom on account of the different activities and the mood of students as articulated by the teacher. They always tried to read the pulse of the students. When the topic was informative, teachers deliberately followed to use teacher-students interacting patterns. Conversely, if the task was little bit difficult teacher would form Students-Students (Ss-Ss) interacting patterns, students got chances to share their ideas, views, concepts and experiences with their partners and teachers in English. These activities created opportunities for students to speak, listen to others which considerably bear importance for learning English language. Sometimes some of the students became quiet and reluctant to do the work, in that case teacher applied teacher-students (T-Ss) interaction patterns which was effective for learning a language.

4.2.2.7 Aspects of impeding classroom interaction

Getting the answers to the question what are the aspects that impede classroom interaction? Teachers described that teachers' centered classroom hampered the classroom interaction. When teacher presented their lecture before the students they felt monotony to ponder the activities. Ultimately they learnt nothing. The most significant citation was,

“Using direct or grammar translation method make teachers' centered classroom and the mother tongue dominance impede classroom interaction.”

One teacher of rural area claimed some of the barriers which obstructed classroom interaction. They were shortage of accommodation, lack of teaching materials, large number of students, and duration of class, dull students, and allegation from other teachers and Principal, especially for creating noise in the classroom while doing any task in pairs or groups. Regarding the indictment from the principal, one teacher lamented to say that s/he was

impotent to convince to the principal first time for controlling noise in the classroom while students doing the work in pair or group. Later on, teachers persuaded Principal to establish the argument that without speaking no one can learn his or her mother tongue, let alone any foreign or second language like English and finally allowed to do these activities in the classroom.

4.2.2.8 Overcome the problem

Almost every teacher agreed with this segment to express that the applying of communicative approach presented students' centered classroom avoiding mother tongue dominance. One of the teacher claimed that s/he had no problem because of having all sorts of facilities in the respective schools. To shrink the classroom and provide the modern teaching aids like multimedia solved the problem. The awareness of the administration (Headmaster/Principal and School Management Committee) solved the problem to ensure classroom interaction. On the other hand, teachers appealed that introducing interesting topics e.g. supplementary materials prepare by teachers' in the English language classroom could have the better solution. Meanwhile, parents and teachers have indispensable to consciousness sustaining classroom interaction which stimulated language learning among the students.

4.2.2.9 Suggestions

They suggested that English should be the medium of communication and instruction. The principal intention to teach and learn English should made their students efficient enough so that they could be experts in communication capturing day to day English. Emphasis on students' encouragement was one of the greatest suggestions they revealed. According to context, teaching grammar should be practiced. Guardians' awareness, need of training and using modern teaching techniques were also the suggestion to ensure the language learning. They also added to increase the honorarium system which they supposed to get was not enough.

Summary

The semi-structured interview with 6 teachers from different schools expressed different opinions considering the subject of interaction patterns occurred in the classroom, the aspects of impeding classroom interaction and the effect of classroom interaction sustaining L2 learning. From this point of view, most of the teachers told that they used both languages (Bangla and English) to put up the class lively. It was easy to make students' understand the topic if teachers used both languages when the session was conducted. They mentioned that the activities of role playing, language game, individual work, pair work, and group work were maximum time practiced in the classroom. To develop students L2, role playing and debate competition was great tonic for them where they got opportunity to share their thoughts. The convenient environment of practicing activities gradually showed the path of students' L2 learning. In order to explain any topic, most of them claimed that they used English to encourage their students. If students failed to convey the message of the topic and if they noticed then teachers used Bangla. Their intention was to make their students to be L2 speakers. In pair work or group work, they all believed that students learnt better. They opined that students got chance to talk with their partners and group members doing the work in pair or group. Some of the students who felt hesitation to speak with the teachers but in the time of pair or group work they felt stress free to express their opinion as well as received others opinion. They (teachers) stated that there were two types of interaction patterns used in the classroom which was totally depend on activities of lesson. The informative task provoked teachers to use T- S interaction pattern in the classroom alternatively when the task was hard to take time for completing interaction pattern applied by Ss-Ss. Having the response to the impediment aspects of classroom interaction, teachers' centered classroom was the main obstruction of classroom interaction. They also revealed the shortage of accommodation, lack of teaching materials, large number of students, and duration of class, dull students hampered classroom interaction. The dominating tendency of the teacher created awkward situation in the classroom. In this time they were supposed to be silent audience made them demotivated to attend let alone learn L2. The self-awareness of teachers and the awareness of authority removed problems which was pointed out by the teachers. By implementing CLT, the existing situation can transform classroom interaction for L2 learning and teaching running among learners and teacher which is incorporated in our NCTB book.

4.3 Findings from FGD with Students

The researcher conducted FGD for the clarification of some responses and elaboration of some points identifying the impact of classroom interaction on English language learning and teaching in secondary level of Bangladesh with three non-government secondary schools' English teachers. Out of 45 students 15 students including both male and female from each school participated actively in FGD. The findings were done using qualitative research methods and were organized into seven major themes, namely classroom language, necessity of using English in the classroom, classroom activities, interacting pattern in the classroom , challenges for doing pair work and group work and solution.

4.3.1 Classroom Language

4.3.1.1 Frequently Language Used in the Classroom

In response to the question all the students replied that they frequently used both languages (Bangla and English) to understand the topic and tasks clearly. In point of fact, when a teacher sought to make any topic under discussion and instructions for tasks perfectly, s/he used both languages, said the students. There were particular problems with using English in the classroom like students' stock of vocabulary was not enough and it was true for the teacher too. When the teacher tried to continue his/her class in English, students could not follow the teacher. So, the teacher was compelled to use both languages in the class.

4.3.1.2 Used Mother Tongue to Learn English

Naturally the class was started with English language told by students. It was matter of great sorrow for students that if teachers spoke English all the time taking the class, they failed to understand the classroom instructions which refrained them to engage themselves actively resulted not to learn the lesson completely. They also told that they had the serious problem of pronouncing and meaning of the vocabularies and constructing the sentences accurately. To mitigate the problem, students requested their teacher to use Bangla. When teachers used it they felt comfort to use Bangla to learn English.

4.3.2 Necessity of Using English in the Classroom

Every student agreed the importance of learning English on account of higher education, good result, and study in abroad, getting good job and using modern technologies for different purposes. If they used English, they would be able to communicate with their friends, teachers and relatives as well as English speaking people from home and abroad. They said in hope and belief that learning and practicing English was very important since English was an international language.

4.3.3 Classroom Activities

4.3.3.1 Doing Activities in the Classroom

Getting the answer to the question, students replied that in their classroom they practiced vocabulary, debating, question-answer and role playing ever and anon, whereas every now and then they engaged in pair work, but few and far between they did group work. Further they claimed that they had to do writing activities on different topics for different types of writings like paragraphs, story writing, compositions, letters, CV and model test.

4.3.3.2 Commonly Language Used in These Activities

While doing these activities, students commonly used both languages because of better understanding and learning though all teachers encouraged them to use English as it was vital for communicating globally. In opposition, they preferred to use English language whenever they involved in pair or group work.

4.3.4 Interacting Pattern in the Classroom

4.3.4.1 Found Interacting Pattern

There were variety of (Teacher-Student) T-S/ S-T, (Teacher- Students) T-Ss/Ss-T and (Students -Students) S-S/Ss-Ss interacting patterns happened in the classroom. In the FGD session, students said that sharing ideas with the teacher called Students- Teacher (Ss-T) interacting patterns which was mostly used in the classroom. When one student shared anything with another student, it was the interaction of Student- Student (S-S) but in group

work the interaction was Ss-Ss that was used in the urban classroom, it was often found in urban and semi-urban area.

4.3.4.2 Suitable Language for Interacting to Other

On the subject of using language for interacting to other in terms of different types of interaction pattern, they usually practiced both languages (English and Bangla). Few of them mentioned they used English sometimes. The students of rural area told Bangla was suitable for interacting to other. They could learn their lesson easily which was their strong argument as they felt shyness to use English however teachers always motivated them to use English.

4.3.5 Learning Better For Pair or Group Work

All voice turned into one to say “yes’ after listening the question of learning better for work in pair or group. Researcher got that it gave students’ opportunity to practice speaking. They were happy to say it was the only way they not only talk more and more but also do the work without fearing. But it was scarcely practiced in the classroom. They also expressed that they knew many information. For completing the work they had argument about the topic and finally their different arguments united into one.

4.3.6 Challenges for Doing in Pair / Group Work

The respondents pointed out that doing pair work / group work, they confronted the challenges of adjusting their partners or group members who were reluctant to do the work rather they tried to show their leadership. Few of the students suffered in inferior complex became inattentive and kept silent. They said that they faced massive problem for doing group work because their benches were too fixed to move easily. Whenever they did the work in group, it created noisy and chaotic situation.

4.3.7 Solution

Students urged to adopt result oriented steps to use English dealing with interactive activities whether it was right or wrong expression. They expected well trained teacher who applied updated teaching methodologies and modern teaching aids to run their journey smoothly. They believed that pair work and group work were effective for practicing English

language because they got real chance to speak, listen, read and write. They also had to remove the shyness to develop their language. Besides EFT, the practicing of reading newspapers and articles, describing any things, listening to English commentary, news and song and writing from own memory built up their English language skill. Above all, they claimed not to miss any opportunity to speak in English.

Summary

The instrument of FGD was the tool for open discussion that helped the researcher to get the pictures of classroom interaction happened in the classroom in view of the learning and teaching of L2. From the FGD, researcher found that both students and teacher used both languages for sustaining language learning. Most of the students mentioned that teacher started the class with L2 but in terms of students' (their) deficiency of vocabulary and formation of sentences teachers had to back for using Bangla though all of them thought and believed the necessity of learning English. The different activities of vocabulary, role play, debating, question-answer and writing activities of paragraph and CV were commonly done in the classroom and they used both languages. When the writing activities were continued in the classroom, Students had to write these activities from their memory which called vomiting in the khata. In the subject of interaction pattern, mostly all of them found T-S and Ss-Ss interactions patterns. They felt relaxation to follow Ss-Ss pattern because it was the function of group work which indirectly instigated them to learn L2. But the fixed bench in the classroom, different mentality among the students and shyness were the challenges of doing pair or group work. To end, all of them claimed that practicing four skills in the classroom removed all sorts of problem for language learning.

4.4 Findings from Classroom Observation

The data in this study were collected through the observations of ten secondary schools in total where the researcher observed one class in every school. To accumulate the data twelve criteria had been fixed. This chapter presented a detailed explanation for the data analysis process in the study.

4.4.1 Use of English Language

In terms of using English, Researcher observed while taking the class with students, teachers used average 53% English whereas students used average 31% English. Teachers always encouraged their students to speak English before wrapping up the session. The researcher also observed, students practiced English not only in the classroom but also outside the room which were three schools. In one semi-urban school, Teacher and students felt comfort to use English both in the classroom and outside the room. Accordingly, teacher and students ratio of using English was 100%: 90% there.

4.4.2 Language Use for Interaction

Almost most of the teachers used both languages to interact with students while three teachers used English in the classroom and rest two of them used Bangla. Firstly teachers used English to clarify any topic for the students they translated (English to Bangla) explaining any topic for their better understanding. It was need to mention that when students asked any questions in Bangla, teachers tried to use English to reply the questions' answer. In contrast, the researcher found from the class observations for any types of interaction teachers always appreciated the students when they used English.

4.4.3 Physical Aspects of the Class

It is known to all that the physical setting of the classroom ensures a positive learning environment. The researcher categorized this section into physical dimension of the classroom, seating arrangement, number of students and so on. Except rural and semi-urban area, Researcher found gorgeous design of modern seating chairs, teacher's desk, sound system, multimedia projector, computer, adequate ventilation, white board, marker and

duster, only in one urban school in rural and semi urban area the classroom was very traditional. All the schools of the particular classes were consisted near about 50 to 60 students but it was completely different in rural area. In one rural area, the registered students of a classroom were 125 though the attendance was 70. When teacher involved students into several activities in the classroom with the modern aids they did the activities, were more interactive.

4.4.4 Use of Teaching Materials

Most of the teachers and students used textbook by NCTB (National Curriculum and Textbook Board) and guidebook from the market as a teaching material. Few of the teachers and students used Textbook in rural area. They were habituated to use guidebooks. Only one school in urban area, Teacher used authentic material which was prepared by teacher according to the context of Bangladesh.

4.4.5 Teacher Attention to Individuals

In the classroom researcher invested that few of the teachers were partial to ask questions by one student's name caused demotivation to other students to learn. In the time of delivering lecture, teacher tried to draw the attention in the classroom by facing them. All of the students carefully listened their teachers' instruction and lecture with the passage of time. Teachers' attention was rarely found to individuals by eye contact created sustaining learning among the students.

4.4.6 Interaction Pattern

The different types of interaction patterns found in the classroom. In rural area, most of the classes was Teacher-Student (T-S/S-T) interaction. Only two schools, they maintained T-Ss/Ss-T interaction. Here teachers tried to dominate classroom to talk more and more rather than gave students enough room for discussions. Moreover, sometimes teachers' voiced did not reach the last bench of the classroom due to the large number of students. On the contrary, the teachers of semi-urban and urban area were varied to apply interactive patterns taken the class with the students. They followed the interaction patterns of T-Ss/Ss-T and Ss-Ss. They were given the task to students by pair or group work.

4.4.7 Classroom Management

As all the classroom was large consisted 60-70 students. The benches were arranged in two or three columns sat 5 to 7 students in each bench, and the column was specified for the male and female excluding urban area. Some of the teachers stood in front of the class to instruct their students. They raised their voice to explain the topic among the students expected all of their students actively participating in the lessons.

Researcher found in semi-urban and urban area, teacher allowed their students to form pairs and made sure that all students knew who the participants were working with and was clear about what they were meant to be doing. They monitored the pair work with a demonstration or summary from one or more pairs. If was not well done, teachers corrected and provided help and then asked students to do the practice again.

Only urban area including one rural area school from the observation, they tried to make the task easier for the students to form group works. Firstly, teachers made the task clear as well as who was working with whom and for long. They also appointed one student as “secretary” to write out the answers or take notes of the discussions. They monitored the group work and assisted the groups if it was necessary. Last of all, they elicited the responses and discussed. The researcher was surprised to observe that teacher selected five students in one bench as group or students of every alternative bench instructed to turn back and formed groups to 2/3 students of every alternate bench would form group with other 3/2 students at the bench back to ensure the active participation among the students.

4.4.8 Treatment of Errors

The constructive feedback was found from the class. Teachers elicited answers from the students not only verbally but also written on the board so that every student could get the correct answer. If any students made mistakes teachers did not rebuke them rather let them try again to read the answer and also asked to find out mistakes if there any. In the meantime, if they failed to find the mistakes teachers asked the whole class for correction and if any of them could not do that teachers themselves made the correction. The liveliness of classroom

was created by these types of feedback where students showed their positive attitude to use English.

On the other hand, three school teachers provided directly feedback against students. They were given feedback to the students one by one in front of the class triggered frustration among the students especially when they were speaking something in English.

4.4.9 Teaching Technique and Procedure

The teaching techniques and procedure were eclectic amalgamating of CLT, GTM, demonstration and discussion. The attitude towards English by the teacher and students was positive. Students were enthusiastic in learning English to try their best effort to use English in the classroom. Actually the atmosphere of the English class was congenial for learning English, stress free and the teacher was able to create friendly environment in his/her classroom. Two teachers out of ten demonstrated the tasks before instructing the students to participate. Students got a clear view of what actually they had to do. This execution made students more confident and active in English language classrooms.

On the contrary, researcher observed teachers applied GTM in the classroom. They hardly could involve the students into pair or group work. Teachers passed their maximum times by explaining the grammatical rules before students. One of the teachers showed the students some grammatical rules but was disinclined to explain to make them understand. As a result students were demotivated to learn any things.

4.4. 10 Attitude of Teachers

The attitude of teachers was supportive as well as friendly with the students noticed by researcher. They provoked their students doing answers in English. Whenever they failed to express, teachers assisted them to provide vocabularies to confirm their active participation. If they failed again, teachers asked them to use Bangla. Only two teachers were very much distant with the students while conducting the class showed their authoritative nature.

4.4.11 Attitude of Students

It was totally depend on teachers' attitude. If teachers showed their positive attitude against students, they could actively do the work. Only the observation of two classes represented students' animate and passive attitude. Here the attitude of students and teacher towards English was negative. Some of the students tried to have answers in English if they made mistakes, teacher asked them to use Bangla to express it clearly. It considered to the observer that the students were unanimated; they were not accustomed to use English in the class.

4.4.12 General comments of the class

Some of the teachers' language fluency was praiseworthy motivated their students to execute the language learning where as some of them tried to control the classroom to dominate the students. Researcher observed that most of teachers were not well prepared to take the class. They were all little bit aware to monitor the class successfully. The researcher finally claimed that the conducting class was English class but English was used occasionally.

Summary

The researcher got average 53% teachers and 31% students used L2 in the classroom from the observation of 10 different schools. For interaction in the classroom, mostly all of the students continued to use both languages. The physical setting of the class was as usual which not updated found in large classroom. Researcher noted that teachers were reluctant to bring the books in the classroom whereas guide book and EFT were regularly used except rural area. In rural area, all of them were accustomed to use guide book. On the basis of using the interaction patterns most of them used T-S interaction pattern to conduct the session. The area of semi-urban and urban were used Pair work and group which was not frequently. Teachers (80%) were given constructive feedback against the students to develop their language. Researcher found that students' attitude toward teacher was little bit satisfactory. They were tried to active in the classroom. Regarding the observation of the class, researcher exposed that it was very difficult for the teachers to conduct a language class with limited resources, considering the limited time with large number of students.

Chapter: 5 Analysis

In this chapter, the results of the study were discussed, focusing on how students and teacher did the interactive activities to learn and teach of English as a second language/ foreign language in extension to which the aspects of impediment of interactive activities occurred in the context of secondary level of Bangladesh and finally the impact of classroom interaction on L2 learning and teaching. To have more authentic outcome there were four instruments including questionnaire with 105 students, semi-structured interview with 6 teachers, FGD with 45 students and classroom observation with 10 schools comprised of this study which was mixed method of empirical research. In this case, researcher triangulated these four instruments according to the research questions. The results of this study were discussed below,

5.1 Language Used in the Classroom

In light of the research findings in the current study, it appeared most of the participants' of teachers' and students' mentioned they used 'both languages (Bangla and English)' in the classroom. Teachers always claimed that they began the class with English but their continuation was hampered when the respondents were inactive and passive. During this time students felt embarrassed about turning clumsy environment. To back in the classroom, teachers used both languages. In the same way, Most of the students also mentioned that teachers started the class with L2. Due to lack of L2 proficiency like the deficiency of vocabulary and formation of sentences students often failed to reach teacher's lecture and indirectly requested them to use both languages yet they all thought and believed the necessity of learning English. Here both of them negotiated specially teachers to ensure classroom activities as well as to enhance L2 learning. The value of knowing English was recognized in the society and there are positive attitudes towards learning it, especially for the students of secondary level which is considered as beneficial for them as it opens the doors for future success. Actually, language learning in the English secondary classroom proceeds in a more conscious and deliberate way than L1 learning. Learners are generally exposed to grammatical structures explicitly, whether in L1 or L2, and come to accumulate some rule-based knowledge of the language. As it has been amply shown in a vast body of SLA

research, explicit knowledge is not necessarily reflected in learners' spontaneous L2 use (Ellis, 2008). There are different theories within SLA that claim to explain why this case is for language learning and teaching. The foundation of Vygotsky's theory is its dialectical unity that brings polarized elements into inter-dependent relationship (Lantolf, 2010; Van Compernelle & Williams, 2011).

5.2 Duration of Using Language in the Classroom

The current study indicated teachers and students 'sometimes' used English in the classroom. From the observation, 10 teachers used average 53% English while 31% English was used by students. Similarly, 60(58.3%) students expressed that they sometimes interact with other learners in the classroom and outside the classroom whereas 44(41.9%) students stated that they were sometimes given the opportunity to interact with their classmates. The observation report was not very statistical because researcher did not set any indicator/meter in observation checklist to evaluate the duration of language used in the classroom rather Researcher found that teachers always encouraged their students to practice English in the classroom and outside the classroom. The researcher also observed that few of the students practiced English not only in the classroom but also outside the room.

5.3. Physical Aspect of the Class

The environment of classroom plays a significant role in teaching and learning process. Along with other factors, class arrangement draws concentration of the learners in the learning activities to a large extent. Interior class design and set up should be properly made up to feel ease for the students. It is widely believed that success of ELT largely depends on the environment in which it is practiced. The findings of the current study revealed that the students of secondary level of Bangladesh had old and outdated classroom. Most of the non-government schools in the country are underprivileged and poorly decorated, teaching takes place in the unhealthy and congested classrooms. The physical setup of the classrooms resembled a traditional seating arrangement except only one urban school. Students had to take their seat on fixing benches, facing the blackboard and the teacher's desk with chair where it was not well ventilated. Moreover, more than 50 to 60 students were existed in per classes of all schools but it was totally different in rural area. In one school of rural area, there

were 125 registered students in the classroom though the attendance was 70. Most of the teachers complain,

“It is very difficult to teach such a large class”.

A common scenery was found that Male and female students sat separately on account of the context of Bangladesh. The classroom was too congested for them to feel comfortable. Sufficient daylight and air could enter into the classroom though most of the schools in the rural areas did not have required numbers of fans and other amenities. Impinge(2013) said in his study, class size was a major anxiety for educational system considering to contribute some complex challenges related to the teaching and learning process of language. In this situation, the teaching and learning cannot be carried out effectively rather it is reduced student's possibilities to interact for L2 learning.

5.4 Language Used for Practicing Different Types of Activities

The findings of the current study revealed that teachers had to perform different activities in the classroom such as greetings, instruction, teaching vocabulary, supporting, explanation of the task, elicitation, correction, role play, debating etc. All teachers exchanged the greetings with the students using English language after entering the classroom. In the meantime students' also replied to use English. The students' questionnaire represented this truth where majority of them (49) opined to use English in the classroom, and it also found in other tools (interview, FGD and observation). Most of the time, teacher used English regarding these activities (instruction, teaching vocabulary, role play and correction). Rest of the activities, all of them used both languages in the classroom. However, teachers used both languages to clarify the activities in the English classroom which was not expected, but it also proved that teachers teach L2 using mother tongue contributed impressive result than any other techniques. As the students were teenager, they quickly lost attention and concentration during the activity if teachers always used L2. Although effective English language development requires explicit teaching features of English, it also requires ample, meaningful opportunities to use English (Goldenberg, 2008).

5.5 Role of Teacher

In students' questionnaire there was a question for the students, who does talk most in the classroom? In response to the question, 64 students out of 105 stated that 'it was the teacher who does most talk in the classroom' and 32 students replied that 'teacher and student' were equally talk in the classroom whereas Only 9 students claimed that student was the one who talks most in the classroom. Moreover, Researcher found from the classroom observations that teachers were interested to speak with their students'. They tried to attend their individuals by facing them even they spoke loudly to draw students' attention when they found students did not concentrate to listen their topic. Researcher observed that 70% teachers provided constructive feedback in the classroom due to error treatments. Whenever students were given chance to do the activities several times and if they made mistakes, teachers told them to do again rather scolded them. Their answers were both practiced in verbally and written and teacher applauded them for their tiresome work. Researcher also noticed that teachers were supportive as well as friendly with the students. The providing of necessary vocabularies and making the correct formation of sentences among the students regarding the duration of activities helped students to learn L2 perfectly. Teachers directly instructed their students that they could take helped from their partners/students to solve the problem. In Krashen's(1985) affective filter hypothesis,teachers can make students' interest in L2 for introducing the diversification of teaching method applying vivid and humorous language to enlighten students, create a harmonious and convenient atmosphere for learning support students overcome their psychological barrier, and lower their anxiety and regularly introduce some culture and background knowledge of the target language such like speaking contest, impromptu speech, informal discussion with foreign language teachers if possible, and some debating. It is also mandatory to create more chances for students to practice target language in the classroom. Teachers have also to tolerate some small mistakes made by students only if those mistakes do not affect the communication process, because it can release pressure and strengthen their self-confidence. In the classroom, teachers should not only encourage students' active participation but be patient with and allow their keeping quiet. Whenever students have both interest and motivation for the L2, they can naturally develop a positive attitude toward L2 which will help their SLA.

Tchudi and Michell (2005) suggests that teacher's responsibility includes proper arrangement of seats, board, and time to fit for certain activities. This also includes the teachers' ability to clear in the classroom and to change modes of presentation and types of questions. Teacher is also supposed to be able to engage students in the learning process, to provide opportunities for feedback and to use group and individual activities so as to bring students' initiatives into full play(pp.127-129). The teacher should have patience, confidence, imagination, enthusiasm, humor and creativity. S/he should be friendly, sympathetic and on good terms with the students, and have an affirmative attitude towards the students and occasionally encourage them if necessary. Moreover, Lersen, Freeman & Anderson (2013) revealed that the teachers who have intrinsic interest of teaching sustained less stress and more successful in teaching. It is clear that teacher's efficacy affects students directly. There is a tight correlation between teacher efficacy and students performance. Students feel comfort doing the work with these types of teachers. Dörnyei&Ushioda(2011) states "Good enough motivator" (p.45) is such a concept that desires an authentic outcome by students can occur with the help of this certain teacher's function. Therefore, considering these findings represented ensured students' L2 learning.

5. 6 Interaction Pattern Occurring in the Classroom

Regarding the interaction pattern occurring in the class room, 65(61.9%) respondents expressed T-Ss/Ss-T while 33(31.4%) of them found T-S/S-T interaction pattern in the classroom according to the questionnaire. In semi-structured interview, teacher claimed that interaction patterns depended on topic/lesson considering the level of classroom students. They revealed that they frequently applied (Teacher- Students) T-Ss/Ss-T. Firstly, they discussed the lesson, then asked questions to the students, students replied what they learnt by their mutual discussion. Researcher hardly found by discussion with teachers that when the task was difficult and time consuming teachers formed Students-Students (Ss-Ss) interacting patterns. From FGD session, students told that mostly there was an interaction pattern of T-Ss/Ss-T used in the classroom to share ideas with the teacher about the activities but in the semi-urban and urban area was Ss-Ss practiced. On the other hand, different types of interaction patterns were found in the classroom from the observation. In rural area, maximum time they used Teacher-Student (T-S/S-T) interaction while teachers of semi-urban and urban

area were very interactive taking the class with the students. They followed the interaction patterns of T-Ss/Ss-T and Ss-Ss. Due to the location, the interaction patterns were varied. Except rural area, students got chances to share their ideas, views, concepts and experiences with their partners and teachers in English related activities. From this point of view, cooperation and interactions are considered important aspects because they create a zone of proximal development where students' are able to complete more cognition of demanding tasks if they have the right support from the adult or peers. Therefore, the interaction patterns of T-Ss/Ss-T and Ss-Ss puts the emphasis on co-construction of knowledge among learners in interaction with interlocutors (Lightbown & Spada, 2006; Vygotsky, 1978).

5.7 Learning Opportunities for Pair/Group Work

Researcher found from the questionnaire that regarding the five alternatives, students' (40%) opined that they worked in group but (8%) claimed that pair work was formed for interactive activities and rest of them were different form. In students' questionnaire students revealed for agree (42.9%), strongly agree (33.2%) to practice the work in pair and strongly agree (41%), agree (30.5%) for group work. In the same way, from teachers' interview and FGD all of the teachers and students supported that pair/group work was the crucial tool for L2 learning. When the task was short and simple they involved their students to do the work in pair. Students felt confident, were given the opportunity to practice four skills that represented mutual interaction. In the meantime, Students got to know others in their class. Furthermore, in group work learning was also beneficial because students got different types of scope to work amongst themselves. When one of the group mate shared any topic's point, s/he had to explain logically why it was taken. Their discussion for completing the task ensured the chances for students' initiation, for face to face give and take, for practice of negotiation of meaning, for extended conversational exchanges and for students' adaption on role of general goals. But Stapa's (2003) research on learners' perceptions on self- / peer-correction. Whenever teacher formed pair between students it was found a serious problem that students did not accept the necessary correction from his/her pair instead of their teacher. In this research paper, students do the work in pair, only 36% of learners would not mind having their written work corrected by peers, while a vast majority of 64% are against peer-correction. As far as self-correction is concerned, 28% of respondents would not mind

correcting their own work, while 72% would mind resolving their own mistakes. On the other hand, the investigation of Erdogan (2005) supports peer group correction. He investigated on the under graduate students in Turkey about the role of peer group in correcting work each other and finds that 66% students appreciated correction by the peer group.

5.8 Impediments' Aspects for Interaction

Researcher found from the interview that most of the teachers expressed “teachers’ centered class (Direct or Grammar Translation Method)” was one of the impediment aspects for interaction. Another point was revealed from students’ questionnaire that fifty five (55) students were ‘fear to make mistakes’ while practicing four skills for L2 learning whereas twenty (20) students notified that ‘topic was not interesting’. Different level of students (mixed and rural areas’ teachers blamed that infrastructure problems decreased classroom interaction. They were accommodation problem, lack of teaching materials, large number of students, and duration of class, dull students, and lack of authorities’ awareness etc.

5.9 Necessary Steps for Interaction on L2 Learning

Students expected well trained and easy going teacher for doing interacting activities in the classroom that should be practiced regularly. On the other hand teachers suggested to apply eclectic method in the classroom according to the topics. The effectiveness of teaching includes teacher's ability to prepare a lesson plan focusing on the teaching aim, administration and the management of the class, and to work towards the aim with certain teaching strategies. They also recommended that teachers have intrinsic awareness to use the target language in the class. Moreover, their requirement was modern teaching aids which play very significant role in teaching and practicing English language skills covering or expanding on the content and making their lesson easier and interesting. Maximum teachers expected to be perfect English teachers who are qualified and competent enough to teach English. So that, their first and foremost utmost was having teachers training that ensured L2 learning.

Chapter 6: Conclusions, Implications and Suggestions

This chapter deals with three segments. They are conclusions, implications and suggestions which are presented as follows,

6.1 Conclusions

Enhancing language skill of foreign or second language learners is a difficult task. It requires some experience and regular practice to improve the language accurately. So, different types of classroom interactions are considerably vital on foreign language/ Second language development. It is argued that interactions between teachers and students and also interactions among students will facilitate language development and will lead to better language learning. Long (1996) and Gass (2003) have claimed that classroom interaction facilitates learning because, while focusing on communication, learners can receive feedback and receive opportunities to make use of that feedback by modifying their output. This is confirmed by the results obtained from the analysis of data gathered from students' questionnaire, teacher's interview, FGD for students and classroom observations. The analysis of the instruments showed that the learners are really given chances to use the language through engaging in interactions. Moreover, it is found that teacher played an important role to hold congenial environment, friendly, stress free and fearless with lower anxiety which hasten interaction for learning. Another significant finding of the study is that there was a positive and noteworthy complimentary relationship both classroom interaction and learning English. Therefore, empirical method of the study is proved that "classroom interaction is principally one of the issues occurring in the classroom that plays an important role on learning and teaching English as a foreign or second language in the context of Bangladesh".

6.2 Implications

From the conclusions of this research study, it can be implied that various activities can be valuable for the teacher to implement in the classroom, in the effort of gaining the quality of classroom interaction in general. Furthermore, these tasks can be the alternative one which is interesting to do in the classroom. The process of interactive tasks can also be done

in different levels of education in order to ensure the students' flow, enthusiasm, and autonomy in English teaching learning process.

6.3 Suggestions

In reference to the conclusions and the study, some suggestions are given to English teachers. It is indispensable for English teachers to improve the quality of the teaching English by employing different activities with pair work and group work which are pleasant and motivating to improve students' English skill and students' involvement. As teachers always have a direct contact with the students for the integration of each work and activity in the class, they should modify their role in the classroom acting as learning partners of the students, and manage the class very tactfully so that learning can take place in interesting manner. They can have to generate students' centered class implementing necessary steps to increase students' involvement on the target language in the teaching learning process by acquainted with the approach and methodology and they ought to encourage the students to speak English in and outside the class. The introducing of new words with the students should not be practiced apart from the objectives of the lesson. Teachers have the responsibility to know, what they are teaching to whom and why, and in which circumstances students' will be using it. A well-trained teacher can handle the class effectively. Those teachers who have a very good English background will be best for teaching the students to acquire a language, and they should help other teachers in teaching English. Dealing with different types of conversational discourse may be taught, and the students should be given enough time for the development of conversational discourse in the school hours. The conversational discourse of training will eliminate language shock and cultural shock. Further, that will help them develop communicative competence of the students. Besides, they have the responsibility to create stress free environment for using English in the classroom. The researcher realizes that teachers shall play the role of facilitator who coordinate the interactive activities into lessons and for students overall organization by presenting new language task that are appropriate to the students.

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Appendices

Appendix A1

Questionnaire-Students

(This research is being conducted as part MA IN TESOL programme in BRAC University. The information will be used for academic purpose only. All personal information is going to be treated with strict confidentiality.)

You are requested to fill up the following information and put tick where it is appropriate for your argument.

Part A: Participant's Information

a) District: _____

b) Area: ☐ Urban ☐ Rural

c) Gender: ☐ Male ☐ Female

d) Class: ☐ VIII ☐ IX ☐ X

e) Roll no. _____

f) Mother tongue: _____

g) Other languages: _____

h) English language proficiency: ☐ low ☐ medium ☐ satisfactory
 ☐ standard ☐ others: (please mention)

Part B: Classroom interaction

1. Who does most of the talk in the classroom?

- a. teacher b. student c. teacher and student(Equal)

2. Which language do you and your teacher mostly use in the English classroom?

- a. Bangla b. English c. Both

3. Which language do your teacher use in the classroom regarding the following activities?

Activity	Language		
	English	Bangla	Both
Greetings			
Instruction			
Teaching vocabulary			
Supporting			
Explanation of the task			
Elicitation			
Correction			
Others			

Why? Please mention

4. How often your teacher gives you the opportunity to interact (give and take) with him/her?

- a. always b. often c. sometimes d. seldom e. never

5. Which one of this interaction patterns usually happen in the classroom?

- a. T-S/S-T b. T-Ss/Ss- T c. S-S/Ss-Ss

6. Which one is effective interaction you think for English learning?

- a. T-S/S-T b. T-Ss/Ss- T c. S-S/Ss-Ss

Why do you think (please explain)?

7. How often do you interact with your classmates inside the classroom?

- a. always b. often c. sometimes d. seldom e. never

8. How often do you interact in English with your classmates outside the classroom?

- a. always b. often c. sometimes d. seldom e. never

9. How often do you have difficulty in practicing the following skills?

Activity	always	often	Sometimes	seldom	never
Reading					
Writing					
Listening					
Speaking					
Grammar					
Vocabulary					

10. How do you overcome that problem?

Activity	Individual work	Pair work	Group work	Discussion with teacher	Others
a) Reading					
b) Writing					
c) Listening					
d) Speaking					
e) Grammar					
f) Vocabulary					

11. Which of the following interactive activities does your teacher do in the classroom? Why (please mention)?

a. individual work b. pair work c. group work d. chain drill e. choral drill

12. How often does your teacher involve you in pair /group work while taking the class?

a. always b. often c. sometimes d. seldom e. never

13. Which language do you use while doing the following activities?

Activity	Language		
	English	Bangla	Both
Pair work			
Group work			
Instruction			
Supporting others			
Correction			

14. What is the effect of doing the following activities in the classroom? Please put tick mark in the relevant box. 1 is for strongly agree and 5 is for strongly disagree, and 2, 3, 4 in between.

Activity	Learning outcome				
	1(strongly agree)	2(agree)	3(neutral)	4(disagree)	5(strongly disagree)
Individual work					
Pair work					
Group work					
Choral drill					
Chain drill					

15. Does your teacher allow you to use mother tongue while interacting with him/ her/ other students? Why?

16. Does regular interaction in classroom help you to improve your English? Why, please?

17. If you do not interact, it is because:

- a. You are not talkative
- b. The topic is not interesting
- c. The teacher fails to apply the teaching techniques
- d. The teacher does not motivate
- e. You fear to make mistakes

18. Do have any suggestions?

Appendix A2

Students' Questionnaire

(গবেষণাটিকরাচ্ছেএমএইনটিসল –

এরঅংশহিসাবোতথ্যগুলোসংগ্রহকরেব্যবহারকরাহবেশুধুমাএকাডেমিকউদ্দেশ্যে।সমস্তব্যক্তিগততথ্যগোপনরাখাহবে।)

তোমাকেনিম্নেরতথ্যগুলোপূরণকরতেঅনুরোধকরাহল।

প্রথমঅংশঃ অংশগ্রহণকারিরতথ্য

ক) নিজজিলাঃ _____

খ) এলাকাঃ ☐ শহর ☐ গ্রাম

গ) লিংগঃ ☐ পুং ☐ স্ত্রী

ঘ) শ্রেণিঃ ☐ ৮ম ☐ ৯ম ☐ ১০ম

ঙ) রোলনংঃ _____

চ) মাতৃভাষাঃ _____

ছ) অগ্যান্যভাষাঃ _____

জ) ইংরেজিভাষারপ্রতিদক্ষতাঃ ☐ low ☐ medium ☐ satisfactory

☐ standard ☐ others/অন্যান্য (লেখ) _____

দ্বিতীয়অংশঃ

১. শ্রেণিকক্ষেকেসবচেয়েবেশিকথাবলে?

ক) Teacher খ) Students গ) Teacher and Students (equal/সমানসমান)

২. তুমিএবংতোমারশিক্ষকশ্রেণিকক্ষেকোনভাষাবেশীব্যবহারকর?

ক) বাংলা খ) ইংরেজি গ) উভয়

৩. শ্রেণিকক্ষে নিম্নলিখিত activities (কার্যক্রমগুলোর) জন্য তোমার শিক্ষক কোন ভাষা ব্যবহার করেন? টিক চিহ্ন দাও।

Activity	ভাষা		
	ইংরেজি	বাংলা	উভয়
Greetings			
Instruction			
Teaching vocabulary			
Supporting			
Explanation of the task			
Elicitation			
Correction			
Others			

কেনকরে ব্যাখ্যা করঃ _____

৪. কত সময় ধরে তোমার শিক্ষক তোমার সহপাঠির সাথে interactive (পারস্পরিক বোঝাপড়া/ কথপকথোন) করার সুযোগ করে দেয়?

ক) always খ) often গ) sometimes ঘ) seldom ঙ) never

৫. কোন ধরনের interaction (পারস্পরিক বোঝাপড়া/ কথপকথোন) শ্রেণিকক্ষে সাধারণত ঘটে থাকে?

ক) শিক্ষক-ছাত্র/ ছাত্র-শিক্ষক খ) শিক্ষক-ছাত্রগুণ্ডা/ ছাত্রগুণ্ডা-শিক্ষক

গ) ছাত্র-ছাত্র/ ছাত্রগুণ্ডা-ছাত্রগুণ্ডা

৬. ইংরেজি শেখার ক্ষেত্রে কোন interaction (পারস্পরিক বোঝাপড়া/ কথপকথোন) তোমার কাছে effective (কার্যকর) মনে হয়?

ক) শিক্ষক-ছাত্র/ ছাত্র- শিক্ষক খ) শিক্ষক-ছাত্রগোষ্ঠী/ ছাত্রগোষ্ঠী- শিক্ষক

গ) ছাত্র- ছাত্র/ ছাত্রগোষ্ঠী- ছাত্রগোষ্ঠী

কেনমনেহয়ব্যাক্যাকরঃ

৭. কতসময়ধরেতুমিশ্রশৈক্ষিকক্ষেত্রেতোমারসহপাঠিসাথেinteractive (পারস্পরিকবোঝাপড়া/ কথপকথন) কর?

ক) always খ) often গ) sometimes ঘ) seldom ঙ) never

৮. তুমিইংরেজিতেশৈক্ষিকক্ষেত্রেবাইরেতোমারসহপাঠিসাথেকতসময়ধরেকথাবল?

ক) always খ) often গ) sometimes ঘ) seldom ঙ) never

তোমারউত্তরেরপক্ষেযুক্তিদাওঃ

৯. নিম্নলিখিতskills practice (চর্চা) করতেকখনকখনতুমিসমস্যাপড়?টিকচিহ্নদাও।

Activity	always	often	Sometimes	seldom	never
a) Reading					
b) Writing					
c) Listening					
d) Speaking					
e) Grammar					
f) Vocabulary					

১০. সমস্যাগোষ্ঠীতুমিকিভাবেসমাধানকরবে? একেরঅধিকউত্তরবেছেনিতেপার।

Activity	Individual	Pair	Group	Discussion	Others
----------	------------	------	-------	------------	--------

	work	work	work	with teacher	
Reading					
Writing					
Listening					
Speaking					
Grammar					
Vocabulary					

১১. শ্রেণিকক্ষে শিক্ষক নিম্নলিখিত কোন interactive (পারস্পরিক বোঝাপড়া/ কথপকথন) activities (কার্যক্রমগুলোর)

করতে তোমাকে involve (অর্ন্তভুক্ত) করায়? কেন করিয়ে থাকে?

ক) individual work খ) pair work গ) group work

ঘ) chain drill ঙ) choral drill

১২. কত সময় ধরে তোমার শিক্ষক শ্রেণিকক্ষে তোমাদের সহপাঠির সাথে pair work / group করে থাকেন?

ক) always খ) often গ) sometimes ঘ) seldom ঙ) never

১৩. শ্রেণিকক্ষে নিম্নলিখিত activities (কার্যক্রমগুলোর) জন্য তুমি কোন ভাষা ব্যবহার কর? টিক চিহ্ন দাও।

Activity	ভাষা		
	ইংরেজি	বাংলা	উভয়
Pair work			
Group work			
Instruction			
Supporting others			
Correction			

১৪. নিম্নলিখিত activities (কার্যক্রমগুলোর) শ্রেণিকক্ষে কয়লােকি impact (প্রভাব) ঘটে?

টিকচিহ্নদাও। ১ নং বক্স হচ্ছে strongly agree এবং ৫ নং বক্স হচ্ছে strongly disagree এবং ২, ৩, ৪ নং হচ্ছে মাঝামাঝি অবস্থান।

Activity	Learning outcome				
	1 (strongly agree)	2 (agree)	3 (neutral)	4 (disagree)	5 (strongly disagree)
Individual work					
Pair work					
Group work					
Choral drill					
Chain drill					

১৫. তোমার শিক্ষক কি তোমাকে সহপাঠির সাথে বাংলায় interact (পারস্পরিক বোঝাপড়া/ কথপকথন) করতে দেয়? মতামত দাওঃ

১৬. প্রতিনিয়ত তোমাদের শ্রেণিকক্ষে interaction (পারস্পরিক বোঝাপড়া/ কথপকথন) হওয়ার ফলে তোমাদের ইংরেজি কি উন্নতি হয়?

যদি হয় মতামত দাওঃ

১৭. Interact (পারস্পরিক বোঝাপড়া/ কথপকথন) না হবার পিছনে কারণ?

ক।) তুমি কথাবেশিবলনা।

খ) Topic interesting না।

গ) শিক্ষক teaching techniques ব্যবহারে ব্যর্থ।

ঘ) শিক্ষক motivated না।

ঙ) ভাল করতে তুমি ভয়পাও।

১৮. তোমার সুচিন্তিতম তামতঃ.

Appendix B

Interview questions for Teacher

Part A: (Participant's Information)

a) District: _____

b) Area: ☐ Urban ☐ Semi-urban ☐ Rural

c) Gender: ☐ Male ☐ Female

d) Educational Qualification: ☐ MA ☐ BA

e) Teaching Experience: ☐ 0-5 Years ☐ 6-10 years ☐ 11-15 years
 ☐ 16- 20 years ☐ 21 +

f) As an English Teacher: ☐ 0-5 Years ☐ 6-10 years ☐ 11-15 years
 ☐ 16- 20 years ☐ 21 +

g) Participated any training (CLT): ☐ Yes ☐ No

Part B: Interaction

1. Which language do you use in the classroom instruction? Why?
2. What type of interactive activities do you use in the classroom?
3. How do these activities help you and your students to develop English language?
4. Which language do you use for explaining any topic? Why?
5. Do you think students learn better if they work in pair/group? Why or why not?
6. What are the interaction patterns you find in the classroom?
7. What are the aspects that impede classroom interaction?
8. How do you overcome them?
9. If you have suggestions:

Appendix C

Focus Group Discussion

Schedule-Students

1. In a classroom which languages do you frequently use and why?
2. Why and when do you use Bangla/ mother tongue to learn English?
3. Why do you think to use English in the classroom?
4. What activities do you do in the classroom?
5. For these activities which language is commonly used?
6. What are the interaction patterns you find in the classroom?
7. While interacting to others which language is suitable for you and why?
8. Do you think you learn better if you work in pair/group? Why or why not?
9. What is the challenges for you doing in pair/ group in the classroom?
10. How do you overcome the problem?

Appendix D

Checklist for classroom observation**District:****Area: Urban/ Rural****Subject : (Lesson/Topic)****Class:****Duration of the class:****Total Students:****Present Students:****Date:**

1. Use of English Language:

a. Teacher (%)..... b. Students (%).....

2. Language use for interaction:

a. English b. Bangla c. Both

3. Physical aspect of the class:

a. physical dimension of the class

b. seating arrangement

c. furniture condition

4. Use of teaching materials:

- a. textbook b. Teacher's prepared materials c. supplementary materials

5. Teacher attention to individuals:

- a. by names b. by gestures c. by stance/ facing them or not d. by eye contact
e. verbal prompts

6. Interaction pattern:

- a. T-S/S-T b. T-Ss/Ss- T c. S-S/ Ss- Ss

7. Classroom management:

- a. instruction b. pair work c. group work d. monitoring e. checking

8. Treatment of errors:

- a. constructive b. direct c. indirect d. evaluative e. critical

9. Teaching technique and procedure:

- a. GTM b. CLT c. drill d. demonstration e. discussion

10. Attitude of teachers:

- a. friendly b. helpful c. supportive d. distant e. indifferent

11. Attitude of students:

- a. animated b. active c. attentive d. disinterested e. passive

12. General comments of the class:
